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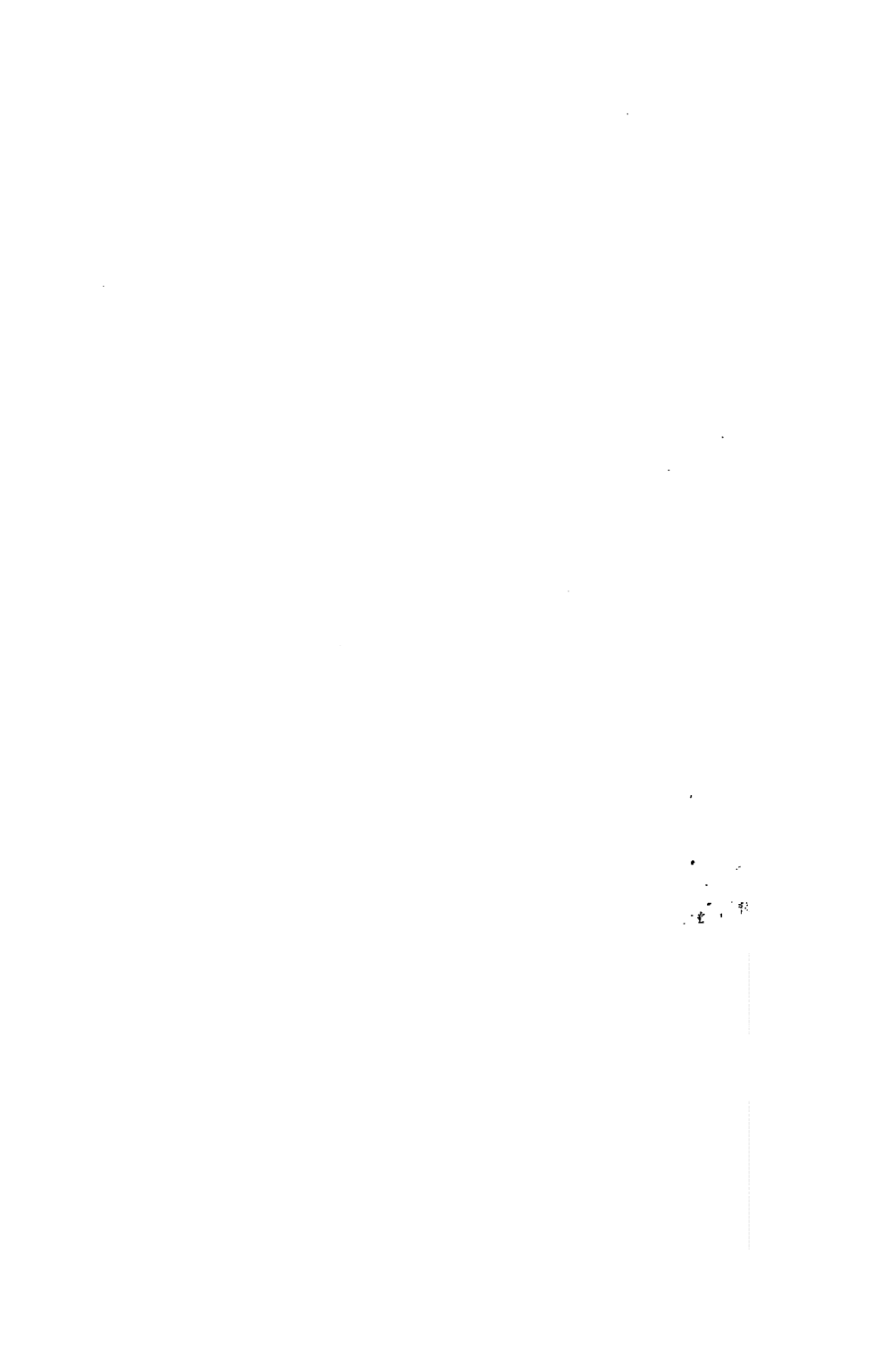
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HISTORY IN THE ELEMENTARY SCHOOLS

METHODS, COURSES OF STUDY,
BIBLIOGRAPHIES

BY

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INTRODUCTION

THE course of study outlined in the following pages is first of all practicable. It has been subjected to the test of teachers and supervisors in elementary schools of the country and the city, and of Normal Training Schools. It is the result of years of experience in public schools conducted under ordinary conditions. It is easily adaptable to either graded or ungraded schools.

While it provides for a complete course of study in history from the first to the eighth grades inclusive, it is so arranged that it may be used in connection with any rational plan of correlation of history with other subjects, especially with industrial training, literature and geography. This is particularly true of the outlines for the first four grades. In ungraded schools and those only partially graded, doubtless the demands of the daily program render the adoption of some scheme of combining and coördinating allied subjects an actual necessity. This course provides the desired "core" or basis for the correlation of history, geography and literature and, in the primary grades, manual training, in a perfectly natural and interesting manner.

The course has also been prepared with the view of combining several grades into single sections or classes. For example, an ungraded rural school may be arranged into a primary and a grammar grade section. Type stories

from the outline of the first four grades may be selected for the primary section, and from the outline of the fifth and sixth years for the grammar sections. The stories will be found exceedingly interesting to all the children of the respective groups, and if made the basis for work in manual training, literature and geography, as before suggested, all three subjects can be carried along with pleasure and profit without undue encroachment on the time allotment of the daily program. The outline of United States History for the seventh and eighth grades is, of course, available for any grammar school, graded or ungraded.

Most of the books and other equipment needed in carrying out this course may be supplied by the school district at very little cost. Practically everything outside of the books and some drawing material can be improvised by the resourceful teacher with the help of pupils and parents. In fact, one of the desirable purposes of the course is to stimulate the ingenuity of teachers and pupils as well as the sympathetic assistance of parents. Pupils should not be required to purchase more than the texts and materials authorized by the formal course of study prescribed by the school authorities.

This course of study had been completely elaborated and was in working operation some time before the Report of the Committee of Eight of the American Historical Association was published. It is pleasing to note that it embodies the spirit and purpose of that suggestive document. The main contrasts lie in the direction of practicability and adaptability to the requirements of elementary schools as at present organized. The report of the Committee of Eight seems to have been prepared from the viewpoint

of the so-called "cycle" method of teaching history — a cycle of local, then one of general, history alternating throughout the grades. The essential differences between the two courses consist in the sequence of topics, the extent of the bibliographies, and the specific directions as to methods of teaching.

(1) The Report devotes more time in the primary grades to American History, omitting altogether stories illustrating primitive civilization. In the fourth and fifth grades American History stories occupy the whole year.

(2) The Report does not introduce stories of Greece and Rome until the sixth grade, the work in which is completed by stories from later European History.

(3) History of the United States is resumed in the seventh grade, and is continued into the eighth, which closes with a resumption of modern European History. It does not seem likely that such an illogical and incoherent course of study would ever commend itself as a whole to any large number of the supervisors and teachers of history in our elementary schools.

In the following course American History has by no means been neglected in the lower grades. On the contrary, every grade from the second to the sixth inclusive ends with typical stories of the history of our own country, but they have been introduced on the supposition that they illustrate naturally and logically the fundamental theme of these grades. Throughout the primary grades this theme is primitive civilization, the stories being gleaned from the primitive life of many peoples, ancient and modern, beginning with the tree dwellers and ending with the primitive civilization of American Indians and pioneer white men in

America. The fifth and sixth grades are mainly occupied with stories illustrating life in the Middle Ages in Europe, and in the modern period in Europe and America, the principal themes being the progress of civilization, the development of nationalities, and the struggle for freedom, emphasis everywhere being laid on the life of the people. In the seventh and eighth grades the formal study of the history of the United States is pursued, closing with a course in elementary civics, which takes the direction of a discussion of the relations between the citizen and the community under present social and industrial conditions. The flexibility of the course, however, will permit it to be adapted easily to the use of schools in which it is desirable to follow closely the Report of the Committee of Eight.

The principal claims for consideration of this course are:

- (1) Its practicability, adaptability to any conditions.
- (2) Its logical consistency.
- (3) Its vital interest to the pupils.
- (4) The sense of the *unity* of history which it arouses in the minds of teachers and pupils.
- (5) The selected, workable bibliography, containing book lists especially suitable for the use of young pupils and of teachers who have had only the minimum of historical training.
- (6) The introduction of a variety of methods of representation or reproduction by the pupils in the form of drawing, sand and clay modeling, handicrafts, simple dramas, etc.

The course claims no special credit on the score of originality. Like most practical and useful plans, professions and institutions, it is eclectic. Much of its merit, if it

possesses any, is due to the suggestiveness of the work of Jane Andrews, John Preston True, Prof. E. W. Kemp, Miss Katherine Dopp, Prof. Lucy Salmons, and others. The excellent books or reports of all of these are frequently cited in the following pages.

Beyond all, however, the author is indebted to the patience, the intelligence and the resourcefulness of various teachers in elementary schools formerly under his supervision, and especially to the student teachers of the State Normal School of San Diego, California, for sympathetic and efficient assistance in working out this course of study.

STATE NORMAL SCHOOL,
SAN DIEGO, CALIFORNIA.

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HISTORY IN THE ELEMENTARY SCHOOLS

CHAPTER I

THE COURSE OF STUDY

DETERMINING FACTORS

HISTORY is the story of the development of civilization. This development has been carried on by two great forces:

(1) Natural selection caused by adaptation to environment;

(2) Spiritual intuition and intellectual power which transcend the material and enable men to modify, direct and control the influences of ancestral inheritance and physical environment. The possession of this spiritual and intellectual potentiality differentiates man from the brute. All brutes are subject to the sway of natural selection. Man alone has been endowed with coördinated memory, the power of self-control, the faculty of "personal idealism."

Genuine history, therefore, deals with two lines of development:

(1) The reaction of man and his environment, which constitutes the material side;

(2) Man's interpretation of himself, his surroundings, and his contact therewith, as expressed in folklore, religion, literature, fine arts and philosophy.

These two foundations of history we may designate the materialistic and the spiritualistic. They are basic and furnish the most fundamental and essential criteria of the course of study in this subject.

The test of the curriculum next in importance is the answer to the question, Is the course of study adapted to the nature, experience and practical needs of the pupils? This question takes into consideration two propositions:

- (1) The nature of the child, or the psychological factor;
- (2) The environment of the pupil, the practical demands of the civilization in which he lives.

To get the point of view of the child, to reach its standing ground, to make a start at all and maintain the interest of the learner, doubtless we must be psychological, must adapt the materials and the methods to the stage of development through which the pupils are passing at any given time. This brings into view the so-called "culture epoch" theory, which certainly contains many suggestions worthy of consideration. It does not require a psychologist to be perfectly aware that the evolving child, in some measure, corresponds, in its various culture stages, to the evolving race; that it begins as a savage, becomes semicivilized, then enlightened, to use the old terminology, and finally, if the home and the school have performed their duties successfully, fully civilized, that is, becomes completely in harmony with its environment.

On the other hand, to enable children to acquire the large body of organized knowledge without which they can neither have adequate and correct conceptions of the course of true history nor become fitted for the responsibilities of good citizenship, this instruction, at least in the higher

grades, must be both logical and chronological and present the precise kind of concrete facts with which every intelligent adult must be familiar in order to secure the respect of his fellows and to perform rationally his ordinary social and political duties.

The determining factors, therefore, in a well-balanced course of study in history for elementary schools would appear to be about as follows:

1. Fundamental and basic.

(a) Materialistic — man's reaction on his environment.

(b) Spiritual — man's interpretations and ideals.

2. Immediate and indispensable.

(a) Psychological — point of view of the child.

(b) Practical — social and political needs of the learner, the content point of view.

The following course in history has been developed with these determining factors always in view. The basic criteria hold good throughout the course; the psychological are more in evidence in the primary grades; the practical predominate in the grammar grades.

PRIMARY GRADES

In the primary or first four grades, and to some extent in the fifth and sixth also, the materialistic, interpretative and psychological factors harmonize; the logical and chronological are somewhat neglected. Primitive civilization furnishes the general theme in the primary grades, — not the primitive civilization of any particular nation or race, except for illustrative purposes, but primitive civilization in general. The instruction consists in the presentation of

simple, realistic, dramatic and correct accounts of the development of the arts of living, grouped, perhaps, around the following topics: dwellings, clothing, securing and preparing food, war, social organizations, including religion, games, etc. Out of these spring ethical, æsthetical and culture ideas and the opportunity for the introduction of much interpretative matter in the way of myths, folklore, fairy tales, poetry, games, drama, pictures, etc. Concrete facts illustrative of primitive life are drawn from ancient sources, e.g., Egyptian, Persian, Hebrew, Greek, Roman, Teutonic; also from modern sources, as the Indians of North America and South America, Eskimos, native Africans, Hawaiians, Filipinos, etc. The introduction of material from the latter sources materially increases the air of verisimilitude, and lends reality to the instruction.

As will be seen by an inspection of the details of the course, an attempt is made in the first four grades to develop in the consciousness of the children a series of impressionistic pictures showing the general sweep of civilization from the untutored savages of the forest to the dwellers in the cities. The aim throughout is to develop the historical imagination, to give some glimmer of the unity of history, and particularly to arouse curiosity and interest in the story of civilization.

INTERMEDIATE GRAMMAR GRADES

In the fifth and sixth grades the logical and chronological factors begin to be prominent, but still the movements studied and the ideas developed therefrom are general and universal rather than particular, though many authentic stories, anecdotes, episodes and personages are intro-

duced, for the purpose, however, of developing general notions and composite pictures rather than of building up a body of coördinated facts. Here an attempt is made to teach something concerning the civilization of the mediæval and early modern periods, as exemplified in the history of England, France, Spain, Holland, Switzerland, Germany and the United States. From the logical point of view the work in these two years forms a background for the formal study of American History, which occupies the next two years, and perhaps may not wholly be forgotten by those pupils who pass on to the high school. Ample opportunity is afforded by the topics of this portion of the course for the introduction of much matter along the line of interpretation in the form of ballads, romances, song cycles, dramas, pictures, etc. From the psychological side it has been fairly well established that children of this stage of development are hero worshipers, and that romance of action appeals to them very strongly. They are getting beyond the more purely imaginative period and now demand *true* stories. The myth and the fairy tale have lost their charms and must be superseded by tales of real heroes. In other words, children of these years are passing through the so-called "medieval" stages of development.

HIGHER GRAMMAR GRADES

In the seventh and eighth grades the "practical" criteria prevail. The "culture epoch" theory, "immediate interest," "line of least resistance" and the rest must, in some degree, surrender to the demands of the tyrant Knowledge. This is not only because it is customary and

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is demanded by the voice of the public, but also because it is an actual social necessity, in the present state of political and educational development, that the last two years of the elementary school course be devoted to the business of acquiring a comprehensive and fairly accurate account of the history and government of our own nation. It is not at all conceded that the process of securing such a broad and thorough conception of the history of the United States is necessarily devoid of interest, or that the psychological criterion is by any means lost sight of. On the contrary, for genuine personal interest and romance, there is no history that appeals more strongly to grammar-grade pupils. But it must be acknowledged that many phases of the constitutional and institutional history of our nation do not specially interest pupils of this age. In fact, much of it ought to be omitted until the high-school period is reached. To attempt to introduce theoretical discussions of the science of government in these grades is to commit a psychological anachronism.

Ample provision is made, nevertheless, for a course in elementary civics suitable to pupils of these years. The work of each of the seventh and eighth grades closes with a study of "citizenship." Instead of the old-fashioned, formal analysis and discussion of the Constitution and the mere machinery of government, the relations between the citizen and the community are taken up. Beginning with the pupil's local environment, that is, the township, borough, or city, as the case may be, the various obligations resting on the citizen, and his duties, rights and privileges, are discovered, discussed, and traced through the various civil units up to the State and the Nation. Easily and

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CHAPTER II

PRIMARY GRADES

METHODS OF INSTRUCTION

THROUGHOUT the primary grades the oral method of presentation should prevail both by preference and through necessity. To succeed, teachers must become expert story-tellers. Here learner, content, method all agree, being primitive. The teacher, in imitation of the story-teller of the clan or tribe, must work up the subject-matter until it is literally at her tongue's end. With an outline or book on her desk as a guide only, to which reference may occasionally be made, the alert, sympathetic, resourceful, well-poised primary teacher faces her eager pupils.

THE QUIZ

First, she prepares them for fresh knowledge and new ideas by a brief, coherent review of the work of the previous lessons. This is to be done by means of a "quiz," consisting of many brief, direct, specific questions, requiring precise but brief answers, reaching as many of the class as possible. These questions should not invariably call for statements of facts, but sometimes for answers demanding judgment on the part of the pupils and tending to arouse their curiosity. Such questions serve to develop an "inquiring attitude" of mind and prepare the children for the "apperception" of new material.

INSTRUCTION

The teacher then proceeds to unfold the new installments of the story which furnish answers to these "anticipatory" questions. This portion of the recitation, while usually oral, must not consist in a mere reproduction of memorized words. If so, it becomes mechanical, lifeless, dull; and the children will soon discover its emptiness. Neither should it be reading aloud. In this case it is soothing, hypnotic in its effects. Children usually enjoy oral reading of any kind because they can drowse at their ease. It is the rhythm, the regular ebb and flow of sound, that delights. Almost any good reader can please little children by reading aloud even *Paradise Lost* or the *Aeneid* in the original. The story must come to the children as if direct from the lips of the living teacher. But this story-telling must be somewhat informal, broken up by frequent questions, "anticipatory" and otherwise, with opportunity for questions and intelligent comment on the part of the pupils.

Reading aloud by the teacher is always permissible when the matter to be presented is already in literary form understandable by the pupils, such as poetry, dialogue, descriptions, etc., the spirit and significance of which would likely be lost or obscured by translation into the vocabulary of the teacher.

Beginning with the second grade much of the matter to be presented has been put into such form that the average child can easily and profitably read it. It is advisable that teachers give all the aid possible to encourage pupils to get notions, ideas and impressions from the

printed page as soon as possible. Such books as can be read by pupils should be purchased by the school district in sets. Probably all these books should be supplemented by oral talks or stories by the teacher.

The use of chalk and the blackboard should not be overlooked by the ambitious teacher. Nothing is more effective in any grade of the elementary school, or higher schools for that matter, than the ability of the teacher to illustrate the story or lecture by pictures, sketches, maps, etc., quickly, though roughly, drawn while the instructor talks. Along this line all sorts of illustrative material should be utilized. Pictures from newspapers, magazines, and otherwise useless books should be employed. The resourceful teacher, at the beginning of her career, will commence the collection of such materials. The magazines of the day furnish abundant material of this character, not only in the literary department but in the advertising sections as well. Relics in the shape of weapons, utensils, clothing, etc., used by primitive peoples should be displayed to the classes. In many instances excursions can be made by the older pupils to historical spots, monuments, buildings, etc. All these are included under the head of instruction.

REPRODUCTION

The next step should be the reproduction of various portions of the recent story by the pupils. Usually this should be in the form of a topical recitation, the children relating or discussing episodes or features of the story at the suggestion of the teacher. One important purpose of this form of reproduction is to develop the power, on

the part of the pupils, to talk before the class or, in other words, the power of oral expression. The fundamental purpose, however, is to discover the mental images produced in the minds of the pupils by the instruction.

These may be ascertained in various other ways, the most important of which perhaps are simple games and dramas.¹ Here the play instinct may be utilized with pleasure and profit. "Children's spontaneous plays are idealized reproductions of the real activities of primitive peoples," says Miss Dopp. This social instinct should certainly be employed in teaching history. These plays should be simple, devoid of elaborate ceremonies or costuming, and, as far as possible, spontaneous on the part of the children. As every one knows, little children are highly imitative, and if skillfully guided by intelligent teachers without too much design or authority being displayed, they will often work out for themselves simple and effective little plays illustrative of the life of the people under consideration. These are by far the most valuable for our purposes. Occasionally, however, the teacher will prepare a drama somewhat more ambitious, calling for more formal drill and some ingenuity and resourcefulness in costuming. The aid of older members of the families should be solicited, especially that of the mothers, who should, of course, be invited to witness the "full dress" performance.

Sand and clay modeling and drawing are also very important modes of expression and furnish great delight to the pupils. Most children learn to draw readily and derive great enjoyment from this method of story-telling.

¹ For a number of simple dramas which beginning teachers have worked out along this line, see Appendix.

One of its great advantages lies in the fact that it is always available. Every schoolroom possesses at least blackboard and crayon; and a little colored crayon, charcoal and drawing paper are easily procurable at little cost. Blackboard work and charcoal drawing should be first introduced with beginners, followed by pencil, colored crayon, and, occasionally, water colors. No attempt should be made to produce drawings technically correct, though, of course, sufficient instruction must be given to enable pupils really to reproduce on board or paper some semblance of the actual picture dimly floating in their minds. As in the drama so in drawing, the greater the spontaneity the more valuable the results.

In all the forms of reproduction the children should be led, as far as possible, to live over again, at least in their imaginations, the lives of the people and the activities of the periods which they are studying. Very useful in this direction will be found the reproduction or imitation of certain primitive industries, such as hunting, fishing, developing fire, building wigwams, tents, etc., preparing skins for use, making clothing, weapons and primitive utensils, grinding grain, preparing and cooking foods, etc., — the list is almost endless. These activities not only afford great delight to the children and provide very effective means for representing their mental images, but also reënforce and vivify the formal industrial training which is becoming such a prominent feature in our elementary school instruction. Here comes the opportunity for important correlation of history with manual training as before suggested. It would, indeed, be possible to work out a course in industrial training based on the evolution

of racial activities,¹ that would not only appeal psychologically to the children, but would also prove thoroughly practical and utilitarian in the end. Some good work has already been done with this purpose in view. Miss Dopp's little books on the Tree Dwellers and Cave Men, supplemented by her important book *The Place of Industries in Elementary Schools*, furnish ample directions and suggestions for this phase of education.

Teachers must be cautioned, however, not to overdo these activities. It is very easy to run to extremes and turn history lessons into mere farces. In every instance of illustration by "doing" the real educative point must be kept in sight. The expedients above suggested are not ends but means to a larger end. If any study should induce sanity, equipoise, the happy medium between extremes, it should be history. The hope of reaching such results is one of the strongest pleas for teaching the subject in all grades. The pendulum of educational theory and practice is constantly swinging from one end of the arc to the other. History teachers should strive to aid in the movement to restore the equilibrium. The tendency just now is in the direction of exaggerating the value of so-called "objective" and utilitarian activities to the neglect of the "humanities." Teachers of history surely would not wish, at this late day, to return to the methods of Squeers and Do-the-boys Hall!

The use of maps and the teaching of geography in connection with history cannot be urged too strongly. His-

¹ Such a course is now being worked out through the coöperation of the departments of history and manual training in the San Diego, Cal., State Normal School.

torical events have always taken place on the earth — never in the books or in the inner consciousness of the teacher or pupil. We must connect history with territory, location, defined space, or it evaporates into mist. Maps should be used constantly without any anxiety as to the psychological effect or whether the children conceive the earth as flat or spherical. The best map for young children is that made by the teacher herself, showing only essentials, omitting all useless details. Direction, distance, altitude, area should be developed, but referred to in general terms, — “long, long ago,” “very far away,” “across this great ocean,” “up this very high mountain,” are suggestive phrases, yet geographical nomenclature and specific distances, directions, and locations should rapidly be introduced as the work progresses, and by the time the fourth or fifth grade is reached, political geography should become a matter of habit with both teacher and pupil.

OUTLINES FOR PRIMARY GRADES

For plans for correlating this course with other subjects and adapting it to conditions in ungraded schools see Introduction. The suggestion is offered that in schools of one or two teachers, the first and second grades be united into one class and the third and fourth into another, perhaps reciting on alternate days.

A MINIMUM LIBRARY

[For a list of authors and titles mentioned in these courses, see Appendix.]

FIRST AND SECOND GRADES

1. Dopp, *The Tree Dwellers*.
2. Dopp, *The Early Cave Men*.
3. Dopp, *The Later Cave Men*.

4. Wiley and Edick, *Children of the Cliff*.
5. Wiley and Edick, *Lodrix, the Little Lake Dweller*.
6. Ayrton, *Child Life in Japan*.
7. Scandlin, *Hans the Eskimo*.
8. Fox, *Indian Primer*.
9. Norris, *The Story of Hiawatha*.
10. Snedden, *Docas, the Indian Boy of Santa Clara*, Parts I and II.
11. Pratt, *America's Story for America's Children*, Vol. I.

All of the above can be read by children of the second year.

THIRD AND FOURTH GRADES

1. Andrews, *Ten Boys Who Lived on the Road from Long Ago to Now* (stories of Kablu, Darius and Cleon).
2. Haaren and Poland, *Famous Men of Greece*, pp. 9-173.
3. Wallach, *Historical and Biographical Narratives*, pp. 1-93.
4. Andrews, *Ten Boys Who Lived on the Road from Long Ago to Now* (stories of Horatius and Wulf).
5. True, *The Iron Star*, I-VIII.
6. Snedden, *Docas, the Indian Boy of Santa Clara*, Part III.
7. Winterburn, *The Spanish in the Southwest*, pp. 1-160.
8. Pratt, *Stories of Colonial Children*.
9. Eggleston, *A First Book in American History*.

All of these books can be read by the children of the third and fourth years.

GENERAL RECITATION PLAN

1. Quiz and "anticipatory" questions, one sixth of the period.
2. Presentation orally of new installments of the story, two thirds of the period.
3. Reproduction by pupils, if oral, one sixth of the period.

METHODS OF REPRODUCTION BY PUPILS

1. Oral reproduction usually.
2. Blackboard drawing frequently.
3. Charcoal drawing on paper occasionally.
4. Drawing on paper with colored crayon occasionally.

One of its great advantages lies in the fact that it is always available. Every schoolroom possesses at least blackboard and crayon; and a little colored crayon, charcoal and drawing paper are easily procurable at little cost. Blackboard work and charcoal drawing should be first introduced with beginners, followed by pencil, colored crayon, and, occasionally, water colors. No attempt should be made to produce drawings technically correct, though, of course, sufficient instruction must be given to enable pupils really to reproduce on board or paper some semblance of the actual picture dimly floating in their minds. As in the drama so in drawing, the greater the spontaneity the more valuable the results.

In all the forms of reproduction the children should be led, as far as possible, to live over again, at least in their imaginations, the lives of the people and the activities of the periods which they are studying. Very useful in this direction will be found the reproduction or imitation of certain primitive industries, such as hunting, fishing, developing fire, building wigwams, tents, etc., preparing skins for use, making clothing, weapons and primitive utensils, grinding grain, preparing and cooking foods, etc., — the list is almost endless. These activities not only afford great delight to the children and provide very effective means for representing their mental images, but also reënforce and vivify the formal industrial training which is becoming such a prominent feature in our elementary school instruction. Here comes the opportunity for important correlation of history with manual training as before suggested. It would, indeed, be possible to work out a course in industrial training based on the evolution

of racial activities,¹ that would not only appeal psychologically to the children, but would also prove thoroughly practical and utilitarian in the end. Some good work has already been done with this purpose in view. Miss Dopp's little books on the Tree Dwellers and Cave Men, supplemented by her important book *The Place of Industries in Elementary Schools*, furnish ample directions and suggestions for this phase of education.

Teachers must be cautioned, however, not to overdo these activities. It is very easy to run to extremes and turn history lessons into mere farces. In every instance of illustration by "doing" the real educative point must be kept in sight. The expedients above suggested are not ends but means to a larger end. If any study should induce sanity, equipoise, the happy medium between extremes, it should be history. The hope of reaching such results is one of the strongest pleas for teaching the subject in all grades. The pendulum of educational theory and practice is constantly swinging from one end of the arc to the other. History teachers should strive to aid in the movement to restore the equilibrium. The tendency just now is in the direction of exaggerating the value of so-called "objective" and utilitarian activities to the neglect of the "humanities." Teachers of history surely would not wish, at this late day, to return to the methods of Squeers and Do-the-boys Hall!

The use of maps and the teaching of geography in connection with history cannot be urged too strongly. His-

¹ Such a course is now being worked out through the coöperation of the departments of history and manual training in the San Diego, Cal., State Normal School.

torical events have always taken place on the earth — never in the books or in the inner consciousness of the teacher or pupil. We must connect history with territory, location, defined space, or it evaporates into mist. Maps should be used constantly without any anxiety as to the psychological effect or whether the children conceive the earth as flat or spherical. The best map for young children is that made by the teacher herself, showing only essentials, omitting all useless details. Direction, distance, altitude, area should be developed, but referred to in general terms, — “long, long ago,” “very far away,” “across this great ocean,” “up this very high mountain,” are suggestive phrases, yet geographical nomenclature and specific distances, directions, and locations should rapidly be introduced as the work progresses, and by the time the fourth or fifth grade is reached, political geography should become a matter of habit with both teacher and pupil.

OUTLINES FOR PRIMARY GRADES

For plans for correlating this course with other subjects and adapting it to conditions in ungraded schools see Introduction. The suggestion is offered that in schools of one or two teachers, the first and second grades be united into one class and the third and fourth into another, perhaps reciting on alternate days.

A MINIMUM LIBRARY

[For a list of authors and titles mentioned in these courses, see Appendix.]

FIRST AND SECOND GRADES

1. Dopp, *The Tree Dwellers*.
2. Dopp, *The Early Cave Men*.
3. Dopp, *The Later Cave Men*.

- Day, *The Social Life of the Hebrews*.
Rawlinson, *Phœnicia*.
Church, *Carthage*.
Du Chaillu, *In African Forest and Jungle*.
Stanley, *My Kalulu*.
Anderson, *The Story of Extinct Civilizations of the East*.
Arnold, *Stories of Ancient Peoples*.
Boyesen, *Boyhood in Norway*.
Schwatka, *Children of the Cold*.
Guerber, *Myths of Northern Lands*.
Pratt, *Legends of Norseland*.
Keary, *The Heroes of Asgard*.
Angus, *Japan: the Eastern Wonderland*. (Excellent, especially for the illustrations.)
Craft, *Hawaii Nei*. (Life in Hawaiian Islands.)
Krout, *Alice's Visit to the Hawaiian Islands*.
Zitkala-Sa, *Old Indian Legends*.
Indian Stories Retold from St. Nicholas.
Judd, *Wigwam Stories*.
Lummis, *Pueblo Indian Folk-stories*.
Starr, *American Indians*.
Starr, *Strange Peoples*.

THIRD GRADE

The stress is still laid on Primitive Civilization — the art of living among the various peoples and in the times and places to which the stories relate. Geography and chronology grow somewhat more definite, yet very little emphasis is to be placed on the latter. Maps are to be used constantly. The plan of recitation outlined above is to be followed carefully. More reading matter is to be introduced into this grade and drawing and dramatic representation more frequently employed.

The primitive life of the Indian is connected logically with that of the white man by introducing stories of pioneer colonial times on the Atlantic coast and in the Southwest, the region exploited by the Spaniards. Books starred (*) can be read by pupils.

5. Water-color drawings occasionally.
6. Simple plays or dramas occasionally.
7. Sand or clay modeling occasionally.
8. Reproduction or imitation of primitive industries occasionally.

The underlying theme is Primitive Civilization, particular stress to be laid on the arts of living, grouped under the following heads:

1. Dwellings, modes of housing in general.
2. Clothing — sources, materials, styles.
3. Manner of securing and preparing foods.
4. Methods of warfare, offensive and defensive, weapons, etc.
5. Education, primitive schools and methods.
6. Development of trade and commerce — primitive exchange.
7. Interpretative materials, such as myths, legends, folklore, ballads, religious ceremonies, beginnings of the fine arts.

FIRST GRADE

Teachers should read one or more of the books suggested below on Primitive Civilization in order to get a background and foundation for this work.

TOPICS

1. The Tree Dwellers.
2. The Cave Dwellers.
3. The Cliff Dwellers.
4. The Lake Dwellers.
5. Primitive life among the Indians of North America.

TEXTS TO BE FOLLOWED BY TEACHERS IN THE ORDER NAMED

- Topic 1. Dopp, *The Tree Dwellers*.
- Topic 2. { Dopp, *The Early Cave Men*.
 { Dopp, *The Later Cave Men*.
- Topic 3. Wiley and Edick, *Children of the Cliff*.
- Topic 4. Wiley and Edick, *Lodrix, the Little Lake Dweller*.
- Topic 5. Jenks, *The Childhood of Ji-shib*.

ADDITIONAL REFERENCES FOR TEACHERS

Most of these references are for the purpose of enabling teachers to get a glimpse into the very interesting field of primitive civilization. With the exception of the first three, the reading of one of the books will be sufficient.

Dopp, *The Place of Industries in Elementary Education.*

Kemp, *History for Graded and District Schools.*

Starr, *American Indians.*

Waterloo, *The Story of Ab.*

Clodd, *The Story of Primitive Man.*

Tylor, *Anthropology*, Chaps. VIII-XI.

Keary, *The Dawn of History.*

SECOND GRADE

The theme is still Primitive Civilization, but the stories introduced relate more specifically to certain historic peoples. No definite chronology is required, yet *time* and *place* are gradually emphasized. Atmosphere, impressions, mental pictures of how people lived in various countries are to be developed in the minds of pupils.

(Read carefully, "Methods of Instruction," "The Quiz," "Instruction," etc., at the beginning of this chapter.)

Books starred (*) can be read by pupils.

TOPICS

1. The early Aryans.
2. Life in ancient Egypt.
3. The Tent Dwellers, nomadic life, period of shepherds, especially among the Hebrews.
4. The early Phoenicians.
5. Primitive life among modern Africans.
6. Primitive life in the far North.
7. Primitive life in Japan, the Philippines, India, Hawaii, etc.
8. Primitive life among the North American Indians.
9. Primitive life of the white man in America.

TEXTS TO BE FOLLOWED BY TEACHERS IN THE ORDER NAMED

- Topic 1. { Andrews, *Ten Boys*, "The Story of Kablu."
 Kemp, *History for Graded and District Schools*, "Arya and His Sons."
- Topic 2. Kemp, *History for Graded and District Schools*, "How Kufu Lived among the Old Egyptians."
- Topic 3. { Guerber, *Story of the Chosen People*. (Selected stories.)
 Baldwin, *Old Stories of the East*. (Selected stories.)
 Herbst, *Tales and Customs of the Ancient Hebrews*. (Selected stories.)
- Topic 4. Kemp, *History for Graded and District Schools*, "How Little Hiram became King."
- Topic 5. *Osom the African Boy*. (See Appendix for the story.)
- Topic 6. { *Scandlin, *Hans the Eskimo*.
 Shaw, *Big People and Little People of Other Lands*, pp. 53-69.
 (For Norse legends to accompany this topic, see below.)
- Topic 7. { Ayrton, *Child Life in Japan*.
 *Chance, *Little Folks of Many Lands*.
 Youth's Companion Series, *The Wide World*, pp. 33-41.
 *Norris, *The Story of Hiawatha*.
 Snedden, *Docas, the Indian Boy of Santa Clara*, Parts I and II. (See Appendix for a play.)
- Topic 8. { (For Indian legends to accompany this topic, see References for Teachers below.)
 *Fox, *Indian Primer*.
- Topic 9. *Pratt, *America's Story for America's Children*, Vol. I.

ADDITIONAL REFERENCES FOR TEACHERS

(See books on Primitive Civilization mentioned under First Grade.)

Dopp, *Place of Industries in Elementary Education*.

Taylor, *Origin of the Aryans*.

Kemp, *Outline of History for the Grades*.

Clodd, *The Story of the Alphabet*.

Benjamin, *Persia*.

Sayce, *Primer of Assyriology*.

Maspero, *Life in Ancient Egypt and Assyria*.

- Day, *The Social Life of the Hebrews*.
Rawlinson, *Phœnicia*.
Church, *Carthage*.
Du Chaillu, *In African Forest and Jungle*.
Stanley, *My Kalulu*.
Anderson, *The Story of Extinct Civilizations of the East*.
Arnold, *Stories of Ancient Peoples*.
Boyesen, *Boyhood in Norway*.
Schwatka, *Children of the Cold*.
Guerber, *Myths of Northern Lands*.
Pratt, *Legends of Norseland*.
Keary, *The Heroes of Asgard*.
Angus, *Japan: the Eastern Wonderland*. (Excellent, especially for the illustrations.)
Craft, *Hawaii Nei*. (Life in Hawaiian Islands.)
Krout, *Alice's Visit to the Hawaiian Islands*.
Zitkala-Ša, *Old Indian Legends*.
Indian Stories Retold from St. Nicholas.
Judd, *Wigwam Stories*.
Lummis, *Pueblo Indian Folk-stories*.
Starr, *American Indians*.
Starr, *Strange Peoples*.

THIRD GRADE

The stress is still laid on Primitive Civilization — the art of living among the various peoples and in the times and places to which the stories relate. Geography and chronology grow somewhat more definite, yet very little emphasis is to be placed on the latter. Maps are to be used constantly. The plan of recitation outlined above is to be followed carefully. More reading matter is to be introduced into this grade and drawing and dramatic representation more frequently employed.

The primitive life of the Indian is connected logically with that of the white man by introducing stories of pioneer colonial times on the Atlantic coast and in the Southwest, the region exploited by the Spaniards. Books starred (*) can be read by pupils.

TOPICS

1. The early Persians.
2. Stories of the ancient Greeks.
3. Stories of old Rome.
4. Beginnings of Teutonic civilization.
5. Stories of the American Indians.
6. Stories of the Spanish Pioneers in the Southwest.
7. Stories of American colonial life.

TEXTS TO BE EMPLOYED BY TEACHERS IN THE ORDER NAMED

- Topic 1. Andrews, *Ten Boys*, "The Story of Darius."
- Topic 2. { Andrews, *Ten Boys*, "The Story of Cleon."
 Guerber, *Story of the Greeks*, pp. 1-149.
 Haaren and Poland, *Famous Men of Greece*, pp. 9-172.
 (This merely supplements Guerber on the biographical side.)
- Topic 3. { Kemp, *History for Graded and District Schools*, "Greece in Her Infancy" and "A Visit to Athens."
 (For Greek myths to accompany above, see References for Teachers below.)
- Topic 4. { Clarke, *Story of Æneas*.
 Kemp, *History for Graded and District Schools*, "Rome in Her Infancy."
- Topic 5. { Andrews, *Ten Boys*, "The Story of Horatius."
 Guerber, *The Story of the Romans*, pp. 1-121.
 Wallach, *Historical and Biographical Narratives*, pp. 1-93.
- Topic 6. True, *The Iron Star*, I-III.
- Topic 7. { *Snedden, *Docas, the Indian Boy of Santa Clara*, Part III.
 Starr, *American Indians*. (Selections.)
 (For Indian legends and myths to accompany this topic, see References for Teachers under Second Grade.)
- Topic 8. *Winterburn, *The Spanish in the Southwest*, pp. 1-42.
- Topic 9. *Pratt, *Stories of Colonial Children*.

ADDITIONAL REFERENCES FOR TEACHERS

- Clarke, *Story of Troy*.
 Benjamin, *Persia*.
 Anderson, *The Story of Extinct Civilizations of the East*.

Mahaffy, *Old Greek Life*.
Baldwin, *Old Greek Stories*.
Guhl and Koner, *Life of the Greeks and Romans*.
Church, *Pictures from Greek Life and Story*.
Becker, *Private Life of the Ancient Greeks*.
Blumner, *The Home Life of the Ancient Greeks*.
Firth, *Stories of Old Greece*.
Hurl, *Greek Sculpture*.
Harding, *Greek Gods, Heroes, and Men*.
Guerber, *Myths of Greece and Rome*.
Beckwith, *In Mythland*.
Pratt, *Myths of Old Greece*.
Harding, *City of the Seven Hills*.
Wilkins, *Roman Antiquities*.
Church, *Stories from Livy*.
Rabb, *National Epics*.
Shumway, *A Day in Ancient Rome*.
Church, *Pictures from Roman Life*.
Pratt, *Stories of Old Rome*.
Preston and Dodge, *The Private Life of the Romans*.
Macaulay, *Lays of Ancient Rome*.
Gayley, *Classic Myths*.
Fisher, *Outlines of Universal History*, Part I.
McMaster, *Primary History of the United States*.
Tappan, *Our Country's Story*.

FOURTH GRADE

In this grade the story of Primitive Civilization is further developed, the materials being selected from Greek, Roman and Teutonic sources.

Teachers will take care to combine the materialistic facts with interpretative and illustrative materials in the form of myths, legends, fairy tales, folklore, ballads, pictures, etc.

The development of Teutonic civilization is carried on to the Anglo-Saxon conquest of England and the exploration and beginning of settlement of America.

Stories of the Spanish pioneers in the Southwest and the colonization of California follow, the course ending with a superficial study of the first steps in American history.

The transition from Greek to Latin, from Latin to Teutonic, from Europe to America, etc., should be made gradually and naturally, never losing sight of the necessity of constantly appealing to the primitive instincts and the imaginative powers of children.

Books starred (*) can be read by pupils.

TOPICS

1. Continuation of stories of the ancient Greeks.
2. Continuation of stories of the Romans.
3. Continuation of Teutonic civilization.
 - a. Primitive life in Northern Europe.
 - b. From the continent to England.
 - c. Early Teutonic explorations in America.
 - d. Early Teutonic civilization of the Middle Ages.
4. The Indian and the white man.
 - a. The conquest of Mexico.
 - b. Explorations in the Southwest — Upper and Lower California.
 - c. Life in the Old Missions of California.
5. First steps in American history.

TEXTS TO BE EMPLOYED BY TEACHERS IN THE ORDER NAMED

- | | | |
|----------|---|--|
| Topic 1. | { | *Guerber, <i>Story of the Greeks</i> , pp. 217-259. |
| | { | *Haaren and Poland, <i>Famous Men of Greece</i> , pp. 173-236.
(Selected Greek myths to accompany the above.) |
| | { | *Guerber, <i>Story of the Romans</i> , pp. 121-170.
Church, <i>Stories from Livy</i> . (Selections to accompany Guerber.) |
| Topic 2. | { | *Haaren and Poland, <i>Famous Men of the Middle Ages</i> , pp. 7-79.
(For a drama on "The Return of Coriolanus," see Appendix.) |

- Day, *The Social Life of the Hebrews*.
Rawlinson, *Phœnicia*.
Church, *Carthage*.
Du Chaillu, *In African Forest and Jungle*.
Stanley, *My Kalulu*.
Anderson, *The Story of Extinct Civilizations of the East*.
Arnold, *Stories of Ancient Peoples*.
Boyesen, *Boyhood in Norway*.
Schwatka, *Children of the Cold*.
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Judd, *Wigwam Stories*.
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THIRD GRADE

The stress is still laid on Primitive Civilization — the art of living among the various peoples and in the times and places to which the stories relate. Geography and chronology grow somewhat more definite, yet very little emphasis is to be placed on the latter. Maps are to be used constantly. The plan of recitation outlined above is to be followed carefully. More reading matter is to be introduced into this grade and drawing and dramatic representation more frequently employed.

The primitive life of the Indian is connected logically with that of the white man by introducing stories of pioneer colonial times on the Atlantic coast and in the Southwest, the region exploited by the Spaniards. Books starred (*) can be read by pupils.

One of its great advantages lies in the fact that it is always available. Every schoolroom possesses at least blackboard and crayon; and a little colored crayon, charcoal and drawing paper are easily procurable at little cost. Blackboard work and charcoal drawing should be first introduced with beginners, followed by pencil, colored crayon, and, occasionally, water colors. No attempt should be made to produce drawings technically correct, though, of course, sufficient instruction must be given to enable pupils really to reproduce on board or paper some semblance of the actual picture dimly floating in their minds. As in the drama so in drawing, the greater the spontaneity the more valuable the results.

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of racial activities,¹ that would not only appeal psychologically to the children, but would also prove thoroughly practical and utilitarian in the end. Some good work has already been done with this purpose in view. Miss Dopp's little books on the Tree Dwellers and Cave Men, supplemented by her important book *The Place of Industries in Elementary Schools*, furnish ample directions and suggestions for this phase of education.

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The use of maps and the teaching of geography in connection with history cannot be urged too strongly. His-

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torical events have always taken place on the earth — never in the books or in the inner consciousness of the teacher or pupil. We must connect history with territory, location, defined space, or it evaporates into mist. Maps should be used constantly without any anxiety as to the psychological effect or whether the children conceive the earth as flat or spherical. The best map for young children is that made by the teacher herself, showing only essentials, omitting all useless details. Direction, distance, altitude, area should be developed, but referred to in general terms, — “long, long ago,” “very far away,” “across this great ocean,” “up this very high mountain,” are suggestive phrases, yet geographical nomenclature and specific distances, directions, and locations should rapidly be introduced as the work progresses, and by the time the fourth or fifth grade is reached, political geography should become a matter of habit with both teacher and pupil.

OUTLINES FOR PRIMARY GRADES

For plans for correlating this course with other subjects and adapting it to conditions in ungraded schools see Introduction. The suggestion is offered that in schools of one or two teachers, the first and second grades be united into one class and the third and fourth into another, perhaps reciting on alternate days.

A MINIMUM LIBRARY

[For a list of authors and titles mentioned in these courses, see Appendix.]

FIRST AND SECOND GRADES

1. Dopp, *The Tree Dwellers*.
2. Dopp, *The Early Cave Men*.
3. Dopp, *The Later Cave Men*.

4. Wiley and Edick, *Children of the Cliff*.
5. Wiley and Edick, *Lodrix, the Little Lake Dweller*.
6. Ayrton, *Child Life in Japan*.
7. Scandlin, *Hans the Eskimo*.
8. Fox, *Indian Primer*.
9. Norris, *The Story of Hiawatha*.
10. Snedden, *Docas, the Indian Boy of Santa Clara*, Parts I and II.
11. Pratt, *America's Story for America's Children*, Vol. I.

All of the above can be read by children of the second year.

THIRD AND FOURTH GRADES

1. Andrews, *Ten Boys Who Lived on the Road from Long Ago to Now* (stories of Kablu, Darius and Cleon).
2. Haaren and Poland, *Famous Men of Greece*, pp. 9-173.
3. Wallach, *Historical and Biographical Narratives*, pp. 1-93.
4. Andrews, *Ten Boys Who Lived on the Road from Long Ago to Now* (stories of Horatius and Wulf).
5. True, *The Iron Star*, I-VIII.
6. Snedden, *Docas, the Indian Boy of Santa Clara*, Part III.
7. Winterburn, *The Spanish in the Southwest*, pp. 1-160.
8. Pratt, *Stories of Colonial Children*.
9. Eggleston, *A First Book in American History*.

All of these books can be read by the children of the third and fourth years.

GENERAL RECITATION PLAN

1. Quiz and "anticipatory" questions, one sixth of the period.
2. Presentation orally of new installments of the story, two thirds of the period.
3. Reproduction by pupils, if oral, one sixth of the period.

METHODS OF REPRODUCTION BY PUPILS

1. Oral reproduction usually.
2. Blackboard drawing frequently.
3. Charcoal drawing on paper occasionally.
4. Drawing on paper with colored crayon occasionally.

5. Water-color drawings occasionally.
6. Simple plays or dramas occasionally.
7. Sand or clay modeling occasionally.
8. Reproduction or imitation of primitive industries occasionally.

The underlying theme is Primitive Civilization, particular stress to be laid on the arts of living, grouped under the following heads:

1. Dwellings, modes of housing in general.
2. Clothing — sources, materials, styles.
3. Manner of securing and preparing foods.
4. Methods of warfare, offensive and defensive, weapons, etc.
5. Education, primitive schools and methods.
6. Development of trade and commerce — primitive exchange.
7. Interpretative materials, such as myths, legends, folklore, ballads, religious ceremonies, beginnings of the fine arts.

FIRST GRADE

Teachers should read one or more of the books suggested below on Primitive Civilization in order to get a background and foundation for this work.

TOPICS

1. The Tree Dwellers.
2. The Cave Dwellers.
3. The Cliff Dwellers.
4. The Lake Dwellers.
5. Primitive life among the Indians of North America.

TEXTS TO BE FOLLOWED BY TEACHERS IN THE ORDER NAMED

- Topic 1. Dopp, *The Tree Dwellers*.
- Topic 2. { Dopp, *The Early Cave Men*.
 { Dopp, *The Later Cave Men*.
- Topic 3. Wiley and Edick, *Children of the Cliff*.
- Topic 4. Wiley and Edick, *Lodrix, the Little Lake Dweller*.
- Topic 5. Jenks, *The Childhood of Ji-shib*.

ADDITIONAL REFERENCES FOR TEACHERS

Most of these references are for the purpose of enabling teachers to get a glimpse into the very interesting field of primitive civilization. With the exception of the first three, the reading of one of the books will be sufficient.

Dopp, *The Place of Industries in Elementary Education*.

Kemp, *History for Graded and District Schools*.

Starr, *American Indians*.

Waterloo, *The Story of Ab*.

Clodd, *The Story of Primitive Man*.

Tylor, *Anthropology*, Chaps. VIII-XI.

Keary, *The Dawn of History*.

SECOND GRADE

The theme is still Primitive Civilization, but the stories introduced relate more specifically to certain historic peoples. No definite chronology is required, yet *time* and *place* are gradually emphasized. Atmosphere, impressions, mental pictures of how people lived in various countries are to be developed in the minds of pupils.

(Read carefully, "Methods of Instruction," "The Quiz," "Instruction," etc., at the beginning of this chapter.)

Books starred (*) can be read by pupils.

TOPICS

1. The early Aryans.
2. Life in ancient Egypt.
3. The Tent Dwellers, nomadic life, period of shepherds, especially among the Hebrews.
4. The early Phœnicians.
5. Primitive life among modern Africanders.
6. Primitive life in the far North.
7. Primitive life in Japan, the Philippines, India, Hawaii, etc.
8. Primitive life among the North American Indians.
9. Primitive life of the white man in America.

TEXTS TO BE FOLLOWED BY TEACHERS IN THE ORDER NAMED

- Topic 1. { Andrews, *Ten Boys*, "The Story of Kablu."
Kemp, *History for Graded and District Schools*, "Arya and His Sons."
- Topic 2. Kemp, *History for Graded and District Schools*, "How Kufu Lived among the Old Egyptians."
- Topic 3. { Guerber, *Story of the Chosen People*. (Selected stories.)
Baldwin, *Old Stories of the East*. (Selected stories.)
Herbst, *Tales and Customs of the Ancient Hebrews*. (Selected stories.)
- Topic 4. Kemp, *History for Graded and District Schools*, "How Little Hiram became King."
- Topic 5. Osom the African Boy. (See Appendix for the story.)
- Topic 6. { *Scandlin, *Hans the Eskimo*.
Shaw, *Big People and Little People of Other Lands*, pp. 53-69.
(For Norse legends to accompany this topic, see below.)
- Topic 7. { Ayrton, *Child Life in Japan*.
*Chance, *Little Folks of Many Lands*.
Youth's Companion Series, *The Wide World*, pp. 33-41.
*Norris, *The Story of Hiawatha*.
Snedden, *Docas, the Indian Boy of Santa Clara*, Parts I and II. (See Appendix for a play.)
- Topic 8. { (For Indian legends to accompany this topic, see References for Teachers below.)
*Fox, *Indian Primer*.
- Topic 9. *Pratt, *America's Story for America's Children*, Vol. I.

ADDITIONAL REFERENCES FOR TEACHERS

- (See books on Primitive Civilization mentioned under First Grade.)
- Dopp, *Place of Industries in Elementary Education*.
Taylor, *Origin of the Aryans*.
Kemp, *Outline of History for the Grades*.
Clodd, *The Story of the Alphabet*.
Benjamin, *Persia*.
Sayce, *Primer of Assyriology*.
Maspero, *Life in Ancient Egypt and Assyria*.

- Day, *The Social Life of the Hebrews*.
Rawlinson, *Phœnicia*.
Church, *Carthage*.
Du Chaillu, *In African Forest and Jungle*.
Stanley, *My Kalulu*.
Anderson, *The Story of Extinct Civilizations of the East*.
Arnold, *Stories of Ancient Peoples*.
Boyesen, *Boyhood in Norway*.
Schwatka, *Children of the Cold*.
Guerber, *Myths of Northern Lands*.
Pratt, *Legends of Norseland*.
Keary, *The Heroes of Asgard*.
Angus, *Japan: the Eastern Wonderland*. (Excellent, especially for the illustrations.)
Craft, *Hawaii Nei*. (Life in Hawaiian Islands.)
Krout, *Alice's Visit to the Hawaiian Islands*.
Zitkala-Sa, *Old Indian Legends*.
Indian Stories Retold from St. Nicholas.
Judd, *Wigwam Stories*.
Lummis, *Pueblo Indian Folk-stories*.
Starr, *American Indians*.
Starr, *Strange Peoples*.

THIRD GRADE

The stress is still laid on Primitive Civilization — the art of living among the various peoples and in the times and places to which the stories relate. Geography and chronology grow somewhat more definite, yet very little emphasis is to be placed on the latter. Maps are to be used constantly. The plan of recitation outlined above is to be followed carefully. More reading matter is to be introduced into this grade and drawing and dramatic representation more frequently employed.

The primitive life of the Indian is connected logically with that of the white man by introducing stories of pioneer colonial times on the Atlantic coast and in the Southwest, the region exploited by the Spaniards. Books starred (*) can be read by pupils.

TOPICS

1. The early Persians.
2. Stories of the ancient Greeks.
3. Stories of old Rome.
4. Beginnings of Teutonic civilization.
5. Stories of the American Indians.
6. Stories of the Spanish Pioneers in the Southwest.
7. Stories of American colonial life.

TEXTS TO BE EMPLOYED BY TEACHERS IN THE ORDER NAMED

- Topic 1. Andrews, *Ten Boys*, "The Story of Darius."
- Topic 2. { Andrews, *Ten Boys*, "The Story of Cleon."
 Guerber, *Story of the Greeks*, pp. 1-149.
 Haaren and Poland, *Famous Men of Greece*, pp. 9-172.
 (This merely supplements Guerber on the biographical side.)
- Topic 3. { Kemp, *History for Graded and District Schools*, "Greece in Her Infancy" and "A Visit to Athens."
 (For Greek myths to accompany above, see References for Teachers below.)
- Topic 4. { Clarke, *Story of Æneas*.
 Kemp, *History for Graded and District Schools*, "Rome in Her Infancy."
- Topic 5. { Andrews, *Ten Boys*, "The Story of Horatius."
 Guerber, *The Story of the Romans*, pp. 1-121.
 Wallach, *Historical and Biographical Narratives*, pp. 1-93.
- Topic 6. True, *The Iron Star*, I-III.
- Topic 7. { *Snedden, *Docas, the Indian Boy of Santa Clara*, Part III.
 Starr, *American Indians*. (Selections.)
 (For Indian legends and myths to accompany this topic, see References for Teachers under Second Grade.)
- Topic 8. *Winterburn, *The Spanish in the Southwest*, pp. 1-42.
- Topic 9. *Pratt, *Stories of Colonial Children*.

ADDITIONAL REFERENCES FOR TEACHERS

Clarke, *Story of Troy*.

Benjamin, *Persia*.

Anderson, *The Story of Extinct Civilizations of the East*.

Mahaffy, *Old Greek Life*.
Baldwin, *Old Greek Stories*.
Guhl and Koner, *Life of the Greeks and Romans*.
Church, *Pictures from Greek Life and Story*.
Becker, *Private Life of the Ancient Greeks*.
Blumner, *The Home Life of the Ancient Greeks*.
Firth, *Stories of Old Greece*.
Hurll, *Greek Sculpture*.
Harding, *Greek Gods, Heroes, and Men*.
Guerber, *Myths of Greece and Rome*.
Beckwith, *In Mythland*.
Pratt, *Myths of Old Greece*.
Harding, *City of the Seven Hills*.
Wilkins, *Roman Antiquities*.
Church, *Stories from Livy*.
Rabb, *National Epics*.
Shumway, *A Day in Ancient Rome*.
Church, *Pictures from Roman Life*.
Pratt, *Stories of Old Rome*.
Preston and Dodge, *The Private Life of the Romans*.
Macaulay, *Lays of Ancient Rome*.
Gayley, *Classic Myths*.
Fisher, *Outlines of Universal History*, Part I.
McMaster, *Primary History of the United States*.
Tappan, *Our Country's Story*.

FOURTH GRADE

In this grade the story of Primitive Civilization is further developed, the materials being selected from Greek, Roman and Teutonic sources.

Teachers will take care to combine the materialistic facts with interpretative and illustrative materials in the form of myths, legends, fairy tales, folklore, ballads, pictures, etc.

The development of Teutonic civilization is carried on to the Anglo-Saxon conquest of England and the exploration and beginning of settlement of America.

Stories of the Spanish pioneers in the Southwest and the colonization of California follow, the course ending with a superficial study of the first steps in American history.

The transition from Greek to Latin, from Latin to Teutonic, from Europe to America, etc., should be made gradually and naturally, never losing sight of the necessity of constantly appealing to the primitive instincts and the imaginative powers of children.

Books starred (*) can be read by pupils.

TOPICS

1. Continuation of stories of the ancient Greeks.
2. Continuation of stories of the Romans.
3. Continuation of Teutonic civilization.
 - a. Primitive life in Northern Europe.
 - b. From the continent to England.
 - c. Early Teutonic explorations in America.
 - d. Early Teutonic civilization of the Middle Ages.
4. The Indian and the white man.
 - a. The conquest of Mexico.
 - b. Explorations in the Southwest — Upper and Lower California.
 - c. Life in the Old Missions of California.
5. First steps in American history.

TEXTS TO BE EMPLOYED BY TEACHERS IN THE ORDER NAMED

- | | | |
|----------|---|--|
| Topic 1. | { | *Guerber, <i>Story of the Greeks</i> , pp. 217-259. |
| | { | *Haaren and Poland, <i>Famous Men of Greece</i> , pp. 173-236.
(Selected Greek myths to accompany the above.) |
| | { | *Guerber, <i>Story of the Romans</i> , pp. 121-170.
Church, <i>Stories from Livy</i> . (Selections to accompany Guerber.) |
| Topic 2. | { | *Haaren and Poland, <i>Famous Men of the Middle Ages</i> , pp. 7-79.
(For a drama on "The Return of Coriolanus," see Appendix.) |

- Topic 3. { *Andrews, *Ten Boys*, "The Story of Wulf."
 Kemp, *History for Graded and District Schools*, "Teutonic Children of the Wood."
 *True, *The Iron Star*, IV-VIII.
 *Pratt, *America's Story*, Vol. II to p. 10.
 (Teutonic legends and myths to accompany above.)
 *Lucia, *Stories of American Discoverers for Little Americans*.
- Topic 4. *Winterburn, *The Spanish in the Southwest*, pp. 43-160.
- Topic 5. { *Eggleston, *A First Book in American History*.
 *Eggleston, *Stories of American Life and Adventure*.

(Eggleston's *First Book in American History* should be placed in the hands of the pupils if possible.)

(For a drama illustrating Columbus' relations to Ferdinand and Isabella, see Appendix.)

ADDITIONAL REFERENCES FOR TEACHERS

(See list of books on Greek and Roman Civilization under Third Grade.)

Wheeler, *Alexander the Great*.

Abbott, *Alexander*.

Kemp, *History for Graded and District Schools*, "Story of Alexander the Great."

Morris, *Hannibal*.

Bradish, *Old Norse Stories*.

Baldwin, *The Story of Siegfried*.

Keary, *The Heroes of Asgard*.

Pratt, *Legends of Norseland*.

Johnson, *Pioneer Spaniards in North America*.

Lummis, *The Spanish Pioneers*.

Jackson, *Father Junipero and the Mission Indians*.

*McMaster, *Primary History of the United States*.

*Barnes, *Elementary History of the United States*.

*Tappan, *Our Country's Story*.

CHAPTER III

INTERMEDIATE GRADES

METHODS OF INSTRUCTION

(FOR remarks on the "quiz" and "topical recitation" see discussion of seventh and eighth grades below.)

The methods above outlined for the primary grades apply in a large measure to the fifth and sixth grades and should be read carefully by teachers of these grades; but the pupils here are able to get a larger part of their instruction from books, where books are available. The teacher, therefore, will not be so prominent a factor in the work of instruction. The oral or story-telling method, nevertheless, will necessarily be followed largely on account of lack of suitable books for children. The demand for such material is, however, rapidly being supplied, and it will not be long before almost all the topics scheduled below may be studied by pupils of the fifth and sixth grades in books with but occasional talks by the teacher. Stress in these grades is laid on biography and dramatic and romantic incidents illustrating medieval and early modern civilization, consequently opportunities for dramas and written compositions are more frequent. In these grades also occasional formal written tests or examinations may be held with benefit at the completion of a given portion of a topic. Such examinations should call for expressions of opinions, impressions, and conclusions rather than statements of bald facts.

In these grades very much depends on the ability of teachers to digest, work over, and translate for the pupils the contents of advanced books. It is wonderful, however, what power of comprehension can be developed by careful and patient training. Fifth-grade pupils may be trained to read with intelligence even high-school textbooks on certain phases of European history, as well as the books indicated below as suitable for pupils' reading.

The importance of training children to read for themselves and actually to apprehend the contents of ordinary books is often overlooked. The tendency at present is for the teacher to do most of the instructing in the way of interpreting and summarizing the texts. It is certainly time for pupils in these grades to develop the power of analyzing, classifying, and generalizing information, impressions, and ideas gained from printed books. The teacher still should be the leader and guide, but not the burden bearer of her pupils. Self-activity and self-reliance on the part of the children are the desired goal.

The period for history in the fifth and sixth grades is divided into two parts—about two fifths for the quiz and class discussion, and three fifths for instruction either oral by the teacher or in silent reading by the pupils. Besides this study period, pupils of these grades probably should devote additional time to historical study either in school or at home.

OUTLINE OF COURSE FOR INTERMEDIATE GRADES

The general theme of the fifth and sixth grades is the development of civilization during the medieval and early modern periods. The aims are to give the children a little outlook over the field of Euro-

pean history; to make them familiar with names and incidents that have become a part of the common stock of knowledge of intelligent people; and to furnish them, in some measure, with the background for the formal study of American History which is taken up in the seventh grade.

Most of the stories recommended are in the form of biographies and are written in such a style that pupils can easily read them. Whenever circumstances will permit they should be encouraged to do so. The books are not costly and almost any school district can afford to purchase a sufficient number to carry on the work satisfactorily. A minimum set of books sufficient to carry out this course for at least the first year in any ungraded school is recommended below.

In all cases the teacher should supply the historical background and the connecting links by oral talks.

The outline of the course consists of topics followed by a bibliography of the most useful books. It is not expected, nor, indeed, is it desirable, that any school library should contain all, or even many, of the books suggested. The lists are made ample so as to adapt the course to a large diversity of libraries. For schools of one or two teachers the following arrangement is suggested by way of a beginning. For the first year the two grades could be combined into one class.

A MINIMUM LIBRARY

FIFTH GRADE

Texts for Pupils: One of the following.

1. Haaren and Poland, *Famous Men of the Middle Ages*.
2. Tappan, *European Hero Stories*.
3. Niver, *Great Names and Nations, Modern*.

Supplementary:

Dutton, *Little Stories of England*.

Dutton, *Little Stories of France*.

Dutton, *Little Stories of Germany*.

Guerber, *Story of the English*.

Harding, *Story of the Middle Ages*.

SIXTH GRADE

Texts for Pupils:

Haaren and Poland, *Famous Men of Modern Times*.

Supplementary in addition to above:

Bonner, *A Child's History of Spain*.

Rolfe, *Tales from Scottish History*.

Griffis, *Brave Little Holland*.

Johnson, *The World's Discoverers*.

Warren, *Stories from English History*.

TOPICS AND REFERENCES

Books marked with a star (*) can be read by pupils.

[For a list of authors and titles mentioned in these courses, see Appendix.]

FIFTH GRADE

TOPIC I. CHARLEMAGNE AND HIS WORK

(For a simple little drama illustrating the crowning of Charlemagne, see Appendix.)

(See Harding, *Story of the Middle Ages*, pp. 9-49, for a very simple and interesting treatment of the subject of the end of the Roman Empire and the establishment of the Teutonic kingdoms. Also Niver, *Great Names and Nations, Modern*, pp. 9-35.)

*Haaren and Poland, *Famous Men of the Middle Ages*, pp. 93-111.

*Dutton, *Little Stories of France*, pp. 20-34.

*Harding, *Story of the Middle Ages*, Chaps. VII and IX.

*Tappan, *European Hero Stories*, pp. 38-53.

*Niver, *Great Names and Nations, Modern*, pp. 48-59.

Guerber, *Legends of the Middle Ages*, pp. 129-151.

Emerton, *Introduction to the Study of the Middle Ages*, pp. 151-235.

Davis, *Charlemagne*.

Hodgkin, *Charles the Great*. (A small, compact, interesting biography.)

West, *Alcuin*.

TOPIC 2. RISE AND DEVELOPMENT OF MOHAMMEDANISM

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 112-118.
- *Harding, *Story of the Middle Ages*, Chap. VIII.
- *Tappan, *European Hero Studies*, pp. 38-47.
- *Niver, *Great Names and Nations, Modern*, pp. 36-47.
- Anderson, *Extinct Civilizations of the East*, pp. 108-137.
- Irving, *Life of Mahomet*. (One of the most readable. Furnishes interesting anecdotes.)
- Emerton, *Introduction to the Study of the Middle Ages*, pp. 122-134.
- Margoliouth, *Mohammed*.
- Gilman, *The Saracens*.
- Lane-Poole, *The Moors in Spain*.
- Gibbon, *Life of Mahomet*.

TOPIC 3. THE ROMANCE OF ROLAND

Baldwin, *The Story of Roland*.

(This is a delightful book and may be read by the pupils, but is too costly to be used as a text. The teacher, for lack of material, must for the present teach these stories orally. Not all the romances given should be used.)

Guerber, *Legends of the Middle Ages*, Chap. VIII.

Rabb, *National Epics*, p. 193.

TOPIC 4. MONKS AND MONASTERIES

- *Guerber, *Story of the English*, p. 57.
- *Harding, *Story of the Middle Ages*, Chap. XVI.
- Kemp, *History for Graded and District Schools*, pp. 258-273. (Helpful for teachers.)
- Kingsley, *The Hermits*. (Very interesting on the life of the Ascetics including Simeon Stylites.)
- Emerton, *Introduction to the Study of the Middle Ages*, Chap. XI.
- Jessopp, *The Coming of the Friars*, Chap. III. (This chapter contains a delightful account of the daily life of a medieval monastery.)
- Bateson, *Mediæval England*, pp. 54-69; (p. 60, plan of monastery.)
- Fisher, *Outlines of Universal History*, Part II.
- Harding, *Essentials in Mediæval and Modern History*.

TOPIC 5. ALFRED THE GREAT AND THE BEGINNING OF
ENGLISH HISTORY

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 119-125, 135-142.
- *Guerber, *Story of the English*, pp. 34-56.
- *Tappan, *European Hero Stories*, pp. 72-76.
- *Tappan, *In the Days of Alfred the Great*. (Gives an excellent description of the life of the times.)
- *Warren, *Stories from English History*, pp. 26-41.
- *Blaisdell, *Stories from English History*, pp. 31-37.
- *Madison, *A Maid of King Alfred's Court*. (A continuous, long story.)
- *Abbott, *Alfred*.
- Hughes, *Alfred the Great*.
- Walker, *Essentials in English History*.

TOPIC 6. KANUTE THE DANE AND THE DANISH CONQUEST
OF ENGLAND

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 149-154.
- *Guerber, *Story of the English*, pp. 58-73.
- *True, *The Iron Star*, VIII.
- *Warren, *Stories from English History*, pp. 42-46.
- *Blaisdell, *Stories from English History*, pp. 43-46.

TOPIC 7. THE RISE OF THE NORMANS AND THE NORMAN
CONQUEST OF ENGLAND

- Haaren and Poland, *Famous Men of the Middle Ages*, pp. 120-134, 163-172.
- *Guerber, *Story of the English*, pp. 73-90.
- *Tappan, *European Hero Stories*, pp. 77-93.
- *Niver, *Great Names and Nations, Modern*, pp. 60-76.
- *True, *The Iron Star*, IX.
- *Harding, *Story of the Middle Ages*, Chap. XI.
- *Blaisdell, *Stories from English History*, pp. 47-65.
- *Warren, *Stories from English History*, pp. 47-61.

- *Scott, *Tales of a Grandfather*, pp. 22-28.
 *Tappan, *In the Days of William the Conqueror*. (Excellent for the life of the times.)
 *Abbott, *William the Conqueror*.
 Neale, *Romance of History* (England), pp. 3-60.
 Stenton, *William the Conqueror*.
 Jewett, *The Normans*.
 Johnson, *The Normans in Europe*.
 Freeman, *William the Conqueror*.
 Creasy, *Fifteen Decisive Battles* (New Ed. with additions).

TOPIC 8. ROBIN HOOD — THE PERIOD OF NORMAN OPPRESSION IN ENGLAND

(The teacher should present the historical setting to this very interesting topic through a series of oral talks.)

- *Pyle, *Some Merry Adventures of Robin Hood*.
 Pyle, *The Merry Adventures of Robin Hood*. (Illustrated by the author.)
 Bates, *A Ballad Book*, pp. 101-114.
 Gummere, *Old English Ballads*, pp. 1-93.

TOPIC 9. THE CRUSADES

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 173-196.
 *Guerber, *Story of the English*, pp. 105-117.
 *Niver, *Great Names and Nations, Modern*, pp. 86-98.
 *Tappan, *European Hero Stories*, pp. 136-151.
 *Harding, *Story of the Middle Ages*, Chaps. XII, XIII.
 *True, *The Iron Star*, X.
 *Warren, *Stories from English History*, pp. 81-88.
 *Abbott, *Richard I*.
 *Scott, *The Talisman*.
 *Scott, *Ivanhoe*.
 Gray, *The Children's Crusade*.
 Cox, *The Crusades*.
 Lane-Poole, *Saladin and the Fall of the Kingdom of Jerusalem*.

TOPIC 10. WALLACE, BRUCE AND DOUGLAS — THE STRUGGLE OF
FEUDALISM AGAINST NATIONALISM

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 206-212.
- *Guerber, *Story of the English*, pp. 137-147.
- *Tappan, *European Hero Stories*, pp. 185-189.
- *Lang, *The Story of Robert the Bruce*.
- *Scott, *Tales of a Grandfather*, pp. 51-142.
- *Warren, *Stories from English History*, pp. 107-119.
- Maxwell, *Robert the Bruce*.
- Porter, *Scottish Chiefs*. (Emotional, but excellent for color and atmosphere.)

TOPIC 11. LIFE IN TOWN AND COUNTRY DURING THE MIDDLE AGES
— FEUDALISM AND THE FEUDAL CASTLE, CHIVALRY AND KNIGHT-
HOOD, MANORIAL LIFE.

- *Guerber, *Story of the English*, pp. 159-161.
- *Tappan, *European Hero Stories*, pp. 118-134.
- *Niver, *Great Names and Nations, Modern*, pp. 77-85.
- *Andrews, *Ten Boys*, "The Story of Gilbert."
- *Harding, *Story of the Middle Ages*, Chaps. XIV, XV.
- *Baldwin, *Stories of the King*.
- *Greene, *Legends of King Arthur*.
- *Radford, *King Arthur and His Knights*.
- Guerber, *Legends of the Middle Ages*, Chaps. XII, XIII.
- Jessopp, *The Coming of the Friars*, Chap. II (Life in the Towns)
- Kemp, *History for Graded and District Schools*, pp. 275-291.
- Robinson, *History of Western Europe*, pp. 233-273.
- Bateson, *Medieval England*.
- Jusserand, *English Wayfaring Life*.
- Gibbons, *History of Commerce in Europe*.
- Cheyney, *Industrial and Social History of England*.

TOPIC 12. THE HUNDRED YEARS' WAR AND JOAN OF ARC

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 219-225,
247-256.
- *Pitman, *Stories of Old France*, pp. 15-52.

- *Guerber, *Story of the English*, pp. 150-166, 176-186.
- *Harding, *Story of the Middle Ages*, Chap. XVIII.
- *Tappan, *European Hero Stories*, pp. 194-203.
- *Lang, *The Story of Joan of Arc*.
- *Lanier, *The Boy's Froissart*.
- *Niver, *Great Names and Nations, Modern*, pp. 113-124.
- *Warren, *Stories from English History*, pp. 121-137.
- *Blaisdell, *Stories from English History*, pp. 78-87.
- Oliphant, *Jeanne d'Arc*.
- Lowell, *Joan of Arc*.
- Kingsford, *Henry V, the English Hero King*.
- Montgomery, *Heroic Ballads*, No. 23.
- Walker, *Essentials in English History*.

TOPIC 13. THE DEVELOPMENT OF THE GERMAN PEOPLE

- *Dutton, *Little Stories of Germany* to page 83.
- *Niver, *Great Names and Nations, Modern*, pp. 102-112.

SIXTH GRADE

Theme: The Transition from Medieval to Modern Civilization

Books marked with a star (*) can be read by the pupils.

[For a list of authors and titles mentioned in these courses, see Appendix.]

TOPIC 1. THE ROMANCE OF THE CID — THE BEGINNINGS OF THE CHRISTIAN CONQUEST OF SPAIN

(For a drama illustrating an interesting episode in the career of the Cid, see Appendix.)

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 155-162.
- *Guerber, *Legends of the Middle Ages*, Chap. XVII.
- *Wilson, *The Story of the Cid*.
- *Tappan, *European Hero Stories*, pp. 106-111.
- Rabb, *National Epics*, p. 237.
- Bonner, *Child's History of Spain*, Chap. XII.
- Clarke, *The Cid Campeador*.

TOPIC 2. FERDINAND AND ISABELLA — THE UNIFICATION OF
SPAIN AND THE DISCOVERY OF AMERICA

- *Haaren and Poland, *Famous Men of Modern Times*, pp. 16-39.
- *Bonner, *A Child's History of Spain*, Chaps. XV-XXVII. (Difficult, but can be read by pupils.)
- *Trueba, *Romance of History* (Spain), pp. 445-461.
- *Johnson, *The World's Discoverers*, pp. 18-55 (Discovery of America by Columbus.)
- Hale, *Spain*.
- Prescott, *Ferdinand and Isabella*.
- Lane-Poole, *The Moors in Spain*.

TOPIC 3. LOUIS XI OF FRANCE AND CHARLES THE BOLD OF BUR-
GUNDY — THE DOWNFALL OF FEUDALISM AND THE BEGINNING
OF FRENCH NATIONALITY

- *Pitman, *Stories of Old France*, pp. 53-100.
- *Scott, *Quentin Durward*. (Excellent for atmosphere and color.)
- *Ritchie, *The Romance of History* (France), pp. 378-440.
- Putnam, *Charles the Bold*.

TOPIC 4. DEVELOPMENT OF GERMANY

- *Dutton, *Little Stories of Germany*, pp. 68-87.

TOPIC 5. THE REVIVAL OF LEARNING — THE BEGINNINGS OF
MODERN ART, SCIENCE AND LITERATURE

Very little literature on this topic suitable for children is available. Much will depend on the ability of the teacher to simplify, adapt and make interesting such material as is at hand.

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 257-262.
- *Niver, *Great Names and Nations, Modern*, pp. 125-134.
- *Tappan, *European Hero Stories*, pp. 152-170.
- Kemp, *History for Graded and District Schools*, pp. 329-346.

Adams, *Mediæval Civilization*.

Robinson, *History of Western Europe*, pp. 321-353.

Symonds, *The Age of Despots*, Chaps. I, VII, IX.

Emerton, *Erasmus*.

Lodge, *The Close of the Middle Age*, Chap. XXII.

Fisher, *Outlines of Universal History*.

TOPIC 6. MARTIN LUTHER AND THE PROTESTANT REFORMATION

Like Topic 5, but little has been published on the Reformation suitable for children. Again the teacher's knowledge and skill in story-telling must be depended upon. This topic may be omitted without greatly destroying the continuity of the work.

Kemp, *History for Graded and District Schools*, pp. 348-377.

Seeböhm, *Era of the Protestant Revolution*.

Jacobs, *Martin Luther*. •

Richards, *Melanchthon*.

Michelet, *Life of Luther*.

Köstlin, *Martin Luther*.

Emerton, *Erasmus*.

Jackson, *Zwingli*.

Fisher, *Outlines of General History*. •

TOPIC 7. THE RIVAL KINGS, HENRY VIII, FRANCIS I, AND CHARLES V

*Haaren and Poland, *Famous Men of Modern Times*, pp. 63-85.

*Guerber, *Story of the English*, pp. 202-222.

*Pitman, *Stories of Old France*, pp. 101-150.

*Warren, *Stories from English History*, pp. 171-208.

*Trueba, *Romance of History* (Spain), pp. 462-476.

Bonner, *A Child's History of Spain*, pp. 193-201.

Moberly, *The Early Tudors*.

Hume, *The Story of Modern Spain*.

Lebon, *The Story of Modern France*.

Walker, *Essentials in English History*.

TOPIC 8. HENRY OF NAVARRE AND THE END OF THE RELIGIOUS
WARS IN FRANCE

- *Pitman, *Stories of Old France*, pp. 151-182.
- *Haaren and Poland, *Famous Men of Modern Times*, pp. 123-134.
- *Dutton, *Little Stories of France*, pp. 105-115.
- *Abbott, *Henry IV*.
Willert, *Henry of Navarre*.
Macaulay, *The Battle of Ivry*.
Barnes, *Brief History of France*.

TOPIC 9. THE RIVAL QUEENS, ELIZABETH AND MARY
QUEEN OF THE SCOTS

- *Guerber, *Story of the English*, pp. 233-252.
- *Rolfe, *Tales from Scottish History*, pp. 92-120.
- *Rolfe, *Tales from English History*, pp. 45-73.
- *Warren, *Stories from English History*, pp. 206-228.
- *Tappan, *In the Days of Queen Elizabeth*.
- *Abbott, *Queen Elizabeth*.
- *Abbott, *Mary Queen of Scots*.
- *Scott, *Kenilworth*.
Beesley, *Queen Elizabeth*. (Interesting but condensed.)
Creighton, *The Age of Elizabeth*.
Walker, *Essentials in English History*.

TOPIC 10. SIR FRANCIS DRAKE AND THE SEA FIGHTERS OF THE
SIXTEENTH CENTURY

- *Haaren and Poland, *Famous Men of Modern Times*, pp. 96-110.
- *Guerber, *Story of the English*, pp. 244-252.
- *Warren, *Stories from English History*, pp. 229-241.
- *Rolfe, *Tales from English History*, p. 74 (Macaulay's poem, "The Armada").
- *Tappan, *European Hero Stories*, pp. 209-214.
- *Kelley, *The Story of Sir Walter Raleigh*.

*Towle, *Raleigh: His Voyages and Adventures*.

*Johnson, *The World's Discoverers*, pp. 235-271. (An excellent account of Drake's famous voyage.)

Frothingham, *Sea Fighters from Drake to Farragut*, pp. 3-44.

Froude, *English Seamen in the Sixteenth Century*.

Corbett, *Sir Francis Drake*.

Walker, *Essentials in English History*.

TOPIC 11. THE STRUGGLE FOR FREEDOM BY THE SWISS

*Haaren and Poland, *Famous Men of the Middle Ages*, pp. 226-233.

*Niver, *Great Names and Nations, Modern*, pp. 158-162.

*Knatchbull-Hugessen, *Christmas in Switzerland*.

*Tappan, *European Hero Stories*, pp. 190-194.

*Spyri, *Heidi* (a little Swiss girl's city and mountain life).

*Campbell, *The Story of Little Konrad, the Swiss Boy*.

Persons, *Our Country in Poem and Prose*, "Make Way for Liberty."

Gordon, *Patriotism in Prose and Verse*, "Make Way for Liberty."

Hug and Stead, *The Story of Switzerland*.

McCrackan, *Rise of the Swiss Republic*.

Fisher, *Outlines of Universal History*.

TOPIC 12. WILLIAM THE SILENT AND "BRAVE LITTLE HOLLAND" —

THE STORY OF THE STRUGGLE FOR FREEDOM BY THE DUTCH

*Tappan, *European Hero Stories*, pp. 204-209.

*Youth's Companion Series, *The Wide World*, pp. 57-64.

*Pomeroy, *Christmas in Holland*.

*Dodge, *Hans Brinker, or The Silver Skates*.

*Dodge, *The Land of Pluck*. (Stories and sketches of Holland.)

*Griffis, *Brave Little Holland*. (A very interesting book; can be read by children of this grade, but is excellent material for teachers.)

*Griffis, *Young People's History of Holland*.

Putnam, *William the Silent*.

Rogers, *Holland*.

Fisher, *Outlines of Universal History*.

TOPIC 13. STRUGGLE FOR RELIGIOUS AND POLITICAL FREEDOM IN
ENGLAND — THE RISE OF THE PURITANS AND SETTLEMENT OF
NEW ENGLAND

- *Guerber, *Story of the English*, pp. 252-275.
- *Haaren and Poland, *Famous Men of Modern Times*, pp. 175-184.
- *Warren, *Stories from English History*, pp. 255-291.
Firth, *Oliver Cromwell and the Rule of the Puritans in England*.
Moore-Tiffany, *Pilgrims and Puritans*.
Walker, *Essentials in English History*.
McMaster, *Brief History of the United States*.

TOPIC 14. THE AGE OF LOUIS XIV, THE "GRAND MONARCH"
OF FRANCE

Teachers should begin with Louis XIII and Richelieu and carry the story on to the end of the reign of Louis XV, as indicated by the stories cited below.

- *Dutton, *Little Stories of France*, pp. 115-132.
- *Pitman, *Stories of Old France*, pp. 245-284.
- *Haaren and Poland, *Famous Men of Modern Times*, pp. 155-164,
185-195.
- *Ritchie, *Romance of History* (France), pp. 509-560. (A little difficult, but may be read by children.)
- *Abbott, *Louis XIV*.
Perkins, *Richelieu*.
Hassall, *Louis XIV*.

TOPIC 15. THE FRENCH REVOLUTION AND NAPOLEON BONAPARTE

- *Haaren and Poland, *Famous Men of Modern Times*, pp. 286-309.
- *Dutton, *Little Stories of France*, pp. 127-154.
- *Pitman, *Stories of Old France*, pp. 285-310.
- *Sellar, *The Story of Nelson*. (Read "Casabianca," "The boy stood on the burning deck," in connection with Nelson's victory of the Nile, Montgomery, *Heroic Ballads*, p. 148.)
- *Tappan, *European Hero Stories*, pp. 226-233.
Morris, *Napoleon*.

TOPIC 16. THE AMERICAN REVOLUTION

Chronologically this topic, of course, antedates No. 15, but for the sake of continuity, and also in order to close the year with stories of our own country, the American Revolution is placed last. Only a brief sketch of the causes and progress of the war should be attempted, most of the stress being given to the stories of adventure and heroism.

*McMaster, *Primary History of the United States*, pp. 110-142.

*Eggleston, *Stories of American Life and Adventure*, pp. 104-110, 128-132, 141-145.

*Burton, *Story of Lafayette*.

*Fiske, *The War of Independence*.

**Revolutionary Stories Retold from St. Nicholas*.

*Tomlinson, *The War for Independence*.

CHAPTER IV

AMERICAN HISTORY

METHODS IN THE SEVENTH AND EIGHTH GRADES

IN these grades some approved textbook in American history forms the basis of the work,¹ and pupils should not be required to purchase any others than the texts prescribed by the school authorities, the school library supplying all needed supplementary material. History during these years is taught largely by a modified outline or "topical" method. Lessons should be assigned, as a rule, from the outline by topics and not by pages or paragraphs of the textbook. The learner should be led to feel that there are usually several points of view from which almost every subject may be considered, and should be encouraged to get into touch with as many of these viewpoints as possible.

The outline for these grades is constructed on the assumption, confirmed by years of experiment, that it is advisable, even in the grammar grades, for students to escape from the rigidity and narrowness of the best textbook to some extent, and be stimulated to develop powers of comparison, elimination, selection and arrangement of historical material. Pupils are expected to keep notebooks in which to copy outlines, place maps, pictures, sketches, etc., illustrative of the subject, and are encouraged to make brief abstracts of their readings and the lectures of

¹ In California the State text is McMaster's *Brief History of the United States*.

the teacher. Here the first steps are taken in the research or library method of studying history. Teachers should make an effort to induce pupils to realize that no one textbook, whatever may be its general merits, is sufficient on all points. Even if such a book could be produced, it is well for children at this time to begin to develop the critical habit in reading history. In order to accomplish this purpose it is desirable that they have access to supplementary material. This should be supplied by the school district. But if only a single text is available, still a modified, topical outline may be employed with much advantage. Not every paragraph in the best book is worthy of close study. There is always an opportunity for the exercise of judgment in the selection of relevant matter. Most texts nowadays are equipped with footnotes; appendices containing original documents, statistics, etc.; good indexes, tables of contents, paragraph headings, etc.¹ All these furnish material and machinery for simple research and topic building. The demand for better-trained teachers is rapidly being supplied, and the modern plan of departmental work is gradually enabling school authorities to place specialists in charge of various subjects in the grammar grades. Such specialists are worth whole libraries of books to the young students just entering upon their first struggle with history in a scientific way. Given a bright teacher with some acquaintance with the "topical" method and considerable historical knowledge, and only one good textbook, and valuable results can be secured by the use of this plan.

¹ McMaster's *Brief History*, the California State textbook, is particularly rich in such equipment.

Teachers must be cautioned, however, against overdoing the outline or topical plan. All such work must be of a very simple and elementary character. While the attention of pupils is directed to original documents for the purpose of vivifying the secondary matter found in the texts, nothing in the way of so-called "original research" should be attempted. Telescoping periods, violent dislocation of the chronological order, much emphasis on "institutional" development, tend to confuse the young student and destroy his perspective. Teachers must never lose sight of the fact that one of the fundamental purposes of any textbook or course of study in American history at this stage should be to unfold a clear and unbroken view of the coördinated history of these United States from their origin to the present time. It must not be disjointed or incoherent. Whatever threatens this sense of completeness, of continuity, should be discarded. A judicious combination of the topical and chronological arrangement is, doubtless, the best plan. In taking up the subject at first, while the process of building up the perspective and developing the historical imagination is going on, emphasis should be laid on the sequence of events and periods, in short, on chronology. For purposes of review, summaries, special reports, etc., the topical method may be effectively employed.

It may be well to call attention to what are often called the "cross-section" and the "longitudinal" modes of attacking history. These terms are really almost synonymous with "chronological" and "topical," as used above. The former implies the simultaneous study of all the happenings of any given year, month, or even day, without

special attention to their relations or significance. For example, in the study of a certain year of the Civil War, say 1862, all the military and naval movements, foreign affairs, domestic, political developments, financial operations, etc., would receive attention at the same time and perhaps in the same recitation. Such a process, of course, leaves a blurred, confused picture on the mental vision of the learner. On the other hand the "longitudinal" method carried to an extreme would take up separately the military campaigns, the naval campaigns, foreign affairs, financial matters, etc., through the whole category, and treat each as an independent topic with no attention to synchronism of occurrences. This tends to destroy the sense of proportion, does not reveal the interrelation of events, and weakens the perspective. The extreme of either plan, therefore, is injudicious. To attain and maintain the happy medium between these extremes is one of the most difficult problems in the teaching of history in the grammar grades. In the outline submitted in this chapter an attempt is made to aid in the solution of this difficulty.

Story-telling and simple lecturing by the teacher are often commendable. By these means the desultory and scattered readings of pupils may be coördinated, additional information given, and the work enlivened and made much more interesting by word pictures and vivid descriptions of picturesque and romantic occurrences and the presentation of biographies of important personages. Occasionally reading aloud to the class may be permitted, but on the whole, pupils are expected to gain most of their information from printed material. The power to do this rapidly and accurately is an important end of history teaching.

In recitations the question method should prevail. Every teacher, not only in these grades but all along the line, is expected to develop the ability to conduct a lively, interesting, logical "quiz" and class discussion. This requires thorough knowledge of the subject-matter, alertness, resourcefulness, self-possession, force. It is the most difficult part of the class instruction. Care should be taken to distinguish between the "quiz" and the "topical recitation" or class discussion. The former should consist of direct, penetrating, clear-cut questions that can be answered in a few words. The "quiz" is the best method for conducting a general review, the "topical recitation" for reproducing and discussing the contents of the recent lessons. More subjects can be mentioned and more pupils can be reached through the quiz, more originality on the part of pupils displayed through the use of the topical method. The topical recitation is employed to discover with what logical coherence the learner has received the instruction and also to aid in developing his power to talk consecutively for a short time on a given subject in the presence of the class.

The best recitation is that in which is used a judicious mixture of the "quiz" and the "topical method." Questions of all sorts should usually be indirect rather than direct, calling for opinions, judgments, impressions, in which knowledge will be revealed instead of bald facts depending on mere memory; questions that stir the curiosity, incite the reasoning powers, and develop interest, instead of questions that seek for mere information. No mistake must be made on this point. No judgment can be passed and no rational discussion can take place with-

- *Guerber, *Story of the English*, pp. 150-166, 176-186.
- *Harding, *Story of the Middle Ages*, Chap. XVIII.
- *Tappan, *European Hero Stories*, pp. 194-203.
- *Lang, *The Story of Joan of Arc*.
- *Lanier, *The Boy's Froissart*.
- *Niver, *Great Names and Nations, Modern*, pp. 113-124.
- *Warren, *Stories from English History*, pp. 121-137.
- *Blaisdell, *Stories from English History*, pp. 78-87.
- Oliphant, *Jeanne d'Arc*.
- Lowell, *Joan of Arc*.
- Kingsford, *Henry V, the English Hero King*.
- Montgomery, *Heroic Ballads*, No. 23.
- Walker, *Essentials in English History*.

TOPIC 13. THE DEVELOPMENT OF THE GERMAN PEOPLE

- *Dutton, *Little Stories of Germany* to page 83.
- *Niver, *Great Names and Nations, Modern*, pp. 102-112.

SIXTH GRADE

Theme: The Transition from Medieval to Modern Civilization

Books marked with a star (*) can be read by the pupils.

[For a list of authors and titles mentioned in these courses, see Appendix.]

TOPIC 1. THE ROMANCE OF THE CID — THE BEGINNINGS OF THE CHRISTIAN CONQUEST OF SPAIN

(For a drama illustrating an interesting episode in the career of the Cid, see Appendix.)

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 155-162.
- *Guerber, *Legends of the Middle Ages*, Chap. XVII.
- *Wilson, *The Story of the Cid*.
- *Tappan, *European Hero Stories*, pp. 106-111.
- Rabb, *National Epics*, p. 237.
- Bonner, *Child's History of Spain*, Chap. XII.
- Clarke, *The Cid Campeador*.

TOPIC 2. FERDINAND AND ISABELLA — THE UNIFICATION OF SPAIN AND THE DISCOVERY OF AMERICA

- *Haaren and Poland, *Famous Men of Modern Times*, pp. 16-39.
- *Bonner, *A Child's History of Spain*, Chaps. XV-XXVII. (Difficult, but can be read by pupils.)
- *Trueba, *Romance of History* (Spain), pp. 445-461.
- *Johnson, *The World's Discoverers*, pp. 18-55 (Discovery of America by Columbus.)
- Hale, *Spain*.
- Prescott, *Ferdinand and Isabella*.
- Lane-Poole, *The Moors in Spain*.

TOPIC 3. LOUIS XI OF FRANCE AND CHARLES THE BOLD OF BURGUNDY — THE DOWNFALL OF FEUDALISM AND THE BEGINNING OF FRENCH NATIONALITY

- *Pitman, *Stories of Old France*, pp. 53-100.
- *Scott, *Quentin Durward*. (Excellent for atmosphere and color.)
- *Ritchie, *The Romance of History* (France), pp. 378-440.
- Putnam, *Charles the Bold*.

TOPIC 4. DEVELOPMENT OF GERMANY

- *Dutton, *Little Stories of Germany*, pp. 68-87.

TOPIC 5. THE REVIVAL OF LEARNING — THE BEGINNINGS OF MODERN ART, SCIENCE AND LITERATURE

Very little literature on this topic suitable for children is available. Much will depend on the ability of the teacher to simplify, adapt and make interesting such material as is at hand.

- *Haaren and Poland, *Famous Men of the Middle Ages*, pp. 257-262.
- *Niver, *Great Names and Nations, Modern*, pp. 125-134.
- *Tappan, *European Hero Stories*, pp. 152-170.
- Kemp, *History for Graded and District Schools*, pp. 329-346.

Adams, *Mediæval Civilization*.

Robinson, *History of Western Europe*, pp. 321-353.

Symonds, *The Age of Despots*, Chaps. I, VII, IX.

Emerton, *Erasmus*.

Lodge, *The Close of the Middle Age*, Chap. XXII.

Fisher, *Outlines of Universal History*.

TOPIC 6. MARTIN LUTHER AND THE PROTESTANT REFORMATION

Like Topic 5, but little has been published on the Reformation suitable for children. Again the teacher's knowledge and skill in story-telling must be depended upon. This topic may be omitted without greatly destroying the continuity of the work.

Kemp, *History for Graded and District Schools*, pp. 348-377.

Seeböhm, *Era of the Protestant Revolution*.

Jacobs, *Martin Luther*. •

Richards, *Melanchthon*.

Michelet, *Life of Luther*.

Köstlin, *Martin Luther*.

Emerton, *Erasmus*.

Jackson, *Zwingli*.

Fisher, *Outlines of General History*. •

TOPIC 7. THE RIVAL KINGS, HENRY VIII, FRANCIS I, AND CHARLES V

*Haaren and Poland, *Famous Men of Modern Times*, pp. 63-85.

*Guerber, *Story of the English*, pp. 202-222.

*Pitman, *Stories of Old France*, pp. 101-150.

*Warren, *Stories from English History*, pp. 171-208.

*Trueba, *Romance of History* (Spain), pp. 462-476.

Bonner, *A Child's History of Spain*, pp. 193-201.

Moberly, *The Early Tudors*.

Hume, *The Story of Modern Spain*.

Lebon, *The Story of Modern France*.

Walker, *Essentials in English History*.

TOPIC 8. HENRY OF NAVARRE AND THE END OF THE RELIGIOUS
WARS IN FRANCE

- *Pitman, *Stories of Old France*, pp. 151-182.
- *Haaren and Poland, *Famous Men of Modern Times*, pp. 123-134.
- *Dutton, *Little Stories of France*, pp. 105-115.
- *Abbott, *Henry IV*.
- Willert, *Henry of Navarre*.
- Macaulay, *The Battle of Ivry*.
- Barnes, *Brief History of France*.

TOPIC 9. THE RIVAL QUEENS, ELIZABETH AND MARY
QUEEN OF THE SCOTS

- *Guerber, *Story of the English*, pp. 233-252.
- *Rolfe, *Tales from Scottish History*, pp. 92-120.
- *Rolfe, *Tales from English History*, pp. 45-73.
- *Warren, *Stories from English History*, pp. 206-228.
- *Tappan, *In the Days of Queen Elizabeth*.
- *Abbott, *Queen Elizabeth*.
- *Abbott, *Mary Queen of Scots*.
- *Scott, *Kenilworth*.
- Beesley, *Queen Elizabeth*. (Interesting but condensed.)
- Creighton, *The Age of Elizabeth*.
- Walker, *Essentials in English History*.

TOPIC 10. SIR FRANCIS DRAKE AND THE SEA FIGHTERS OF THE
SIXTEENTH CENTURY

- *Haaren and Poland, *Famous Men of Modern Times*, pp. 96-110.
- *Guerber, *Story of the English*, pp. 244-252.
- *Warren, *Stories from English History*, pp. 229-241.
- *Rolfe, *Tales from English History*, p. 74 (Macaulay's poem, "The Armada").
- *Tappan, *European Hero Stories*, pp. 209-214.
- *Kelley, *The Story of Sir Walter Raleigh*.

*Towle, *Raleigh: His Voyages and Adventures*.

*Johnson, *The World's Discoverers*, pp. 235-271. (An excellent account of Drake's famous voyage.)

Frothingham, *Sea Fighters from Drake to Farragut*, pp. 3-44.

Froude, *English Seamen in the Sixteenth Century*.

Corbett, *Sir Francis Drake*.

Walker, *Essentials in English History*.

TOPIC 11. THE STRUGGLE FOR FREEDOM BY THE SWISS

*Haaren and Poland, *Famous Men of the Middle Ages*, pp. 226-233.

*Niver, *Great Names and Nations, Modern*, pp. 158-162.

*Knatchbull-Hugessen, *Christmas in Switzerland*.

*Tappan, *European Hero Stories*, pp. 190-194.

*Spyri, *Heidi* (a little Swiss girl's city and mountain life).

*Campbell, *The Story of Little Konrad, the Swiss Boy*.

Persons, *Our Country in Poem and Prose*, "Make Way for Liberty."

Gordon, *Patriotism in Prose and Verse*, "Make Way for Liberty."

Hug and Stead, *The Story of Switzerland*.

McCrackan, *Rise of the Swiss Republic*.

Fisher, *Outlines of Universal History*.

TOPIC 12. WILLIAM THE SILENT AND "BRAVE LITTLE HOLLAND" —

THE STORY OF THE STRUGGLE FOR FREEDOM BY THE DUTCH

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*Pomeroy, *Christmas in Holland*.

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ENGLAND — THE RISE OF THE PURITANS AND SETTLEMENT OF
NEW ENGLAND

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Teachers should begin with Louis XIII and Richelieu and carry the story on to the end of the reign of Louis XV, as indicated by the stories cited below.

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- *Dutton, *Little Stories of France*, pp. 127-154.
- *Pitman, *Stories of Old France*, pp. 285-310.
- *Sellar, *The Story of Nelson*. (Read "Casabianca," "The boy stood on the burning deck," in connection with Nelson's victory of the Nile, Montgomery, *Heroic Ballads*, p. 148.)
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Morris, *Napoleon*.

TOPIC 16. THE AMERICAN REVOLUTION

Chronologically this topic, of course, antedates No. 15, but for the sake of continuity, and also in order to close the year with stories of our own country, the American Revolution is placed last. Only a brief sketch of the causes and progress of the war should be attempted,¹ most of the stress being given to the stories of adventure and heroism.

*McMaster, *Primary History of the United States*, pp. 110-142.

*Eggleston, *Stories of American Life and Adventure*, pp. 104-110, 128-132, 141-145.

*Burton, *Story of Lafayette*.

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**Revolutionary Stories Retold from St. Nicholas*.

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CHAPTER IV

AMERICAN HISTORY

METHODS IN THE SEVENTH AND EIGHTH GRADES

IN these grades some approved textbook in American history forms the basis of the work,¹ and pupils should not be required to purchase any others than the texts prescribed by the school authorities, the school library supplying all needed supplementary material. History during these years is taught largely by a modified outline or "topical" method. Lessons should be assigned, as a rule, from the outline by topics and not by pages or paragraphs of the textbook. The learner should be led to feel that there are usually several points of view from which almost every subject may be considered, and should be encouraged to get into touch with as many of these viewpoints as possible.

The outline for these grades is constructed on the assumption, confirmed by years of experiment, that it is advisable, even in the grammar grades, for students to escape from the rigidity and narrowness of the best textbook to some extent, and be stimulated to develop powers of comparison, elimination, selection and arrangement of historical material. Pupils are expected to keep notebooks in which to copy outlines, place maps, pictures, sketches, etc., illustrative of the subject, and are encouraged to make brief abstracts of their readings and the lectures of

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out an abundance of information as a foundation. The mistake likely to be committed by teachers is in substituting mere information for knowledge. Even if the memory of facts is sought for, the best way to develop it is to ask a question that will start the reasoning powers into action and if the fact is worth while it will be duly revealed; in addition the process is much more interesting to both teacher and pupil.

COURSE OF STUDY

The formal study of American history occupies the larger part of these two years. The Seventh Grade is expected to carry this work through the Revolutionary War; the Eighth, from the beginning of the "Critical Period" to the present. Each grade should devote about a month at the close of the year to the investigation and discussion of topics pertaining to elementary citizenship.

The lists of reference books given are not intended to be either inclusive or exclusive. Comparatively, only a few texts are mentioned that have proved particularly helpful. Care has been taken to emphasize only those that are inexpensive and easily accessible to all teachers. Many more might be included, but such long lists are only puzzling and burdensome. Almost any textbook issued by reputable publishers is worthy of a place in a grammar school historical library, hence but few mere elementary texts have been cited. Much more depends upon the knowledge, resourcefulness and temperament of the teacher than upon the quality of supplementary books. Nevertheless, in view of the limited funds available in many districts and the difficulty many teachers experience in gaining access to

descriptive and classified price lists, a few suggestions are submitted in regard to the selection of small libraries of American History suitable for use in connection with the following course of study.¹

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Eggleson, *History of the United States and Its People*.
Fiske, *The War of Independence*.
Fisher, *The Colonial Era*.
Frothingham, *Sea Fighters from Drake to Farragut*.
Griffis, *The Puritans in Their Three Homes*.
Hart, *Source Book*.
Hart, *Essentials in American History*.
Hinsdale, *American Government*.
Johnson, *The World's Discoverers*.
Johnson, *Pioneer Spaniards in North America*.
Johnson, *French Pathfinders in North America*.
Parkman, *The Struggle for a Continent*.
Preston, *Documents*.
Sloan, *The French War and the Revolution*.
Sparks, *Expansion of the American People*.
Sparks, *The Men Who Made the Nation*.
Starr, *The American Indians*.
Taussig, *Tariff History of the United States*.
Thwaites, *The Colonies*.
Walker, *The Making of a Nation*.
Wilson, *Division and Reunion*.
Winterburn, *The Spanish in the Southwest*.
Wright, *Industrial Evolution*.

OUTLINE FOR SEVENTH GRADE

At the very opening of the course pupils should be encouraged to begin the collection of pictures, post cards, clippings, etc., illustrative of the subject. These should be kept loose in large manila envelopes or in portfolios, not pasted in scrapbooks.

Emphasis must be laid on the importance of teaching history in connection with geography. No real success can be attained without constantly associating these closely related subjects.

Teachers must be cautioned against going into the details of every topic. One of the main purposes of the course is to build up a perspective of American history in the minds of pupils. This can be accomplished most effectively by taking a brief and rather superficial survey of the whole course of the history of the country in chronological order, yet pausing frequently to make a minute study of certain typical events, personages, institutions and movements. These "type studies" will be indicated in the outline. In fact, the most important aim of an outline is to preserve the continuity and coördination of the subject, while at the same time furnishing all necessary suggestions for the study of these special topics. It would be of great advantage to the pupils and lessen the work of the teacher very materially if each member of the class possessed a copy of the outline.

TOPIC I. SOCIAL AND POLITICAL CONDITIONS IN EUROPE AT THE CLOSE OF THE FIFTEENTH CENTURY

A. EUROPE JUST AWAKENING FROM MEDIEVALISM.

1. Disappearance of Feudalism, development of the "Middle Classes."
2. The Renaissance, with special reference to its effects in banishing superstitions, awakening curiosity, making men more self-reliant, etc.

B. POLITICAL CONDITIONS.

1. Germany and Italy composed of small feudal states — no centralized, national government.
2. England, France, and Spain, rival nations, with strong national governments in each.
 - a. Beginning of the absolutism of the Tudors under Henry VII.
 - b. France consolidated and unified under Louis XI.
 - c. Ferdinand and Isabella in Spain; the conquest of the Moors and unification of the kingdom.
3. Importance of Portugal at this time, particularly from a geographical point of view,

C. COMMERCIAL CONDITIONS.

1. The commercial cities of Germany — the Hansa towns and extent of their trade.
2. The commercial cities of Italy, especially Genoa and Venice.
3. Trade with the Orient — China, India, etc.
 - a. Commodities exchanged.
 - b. Various routes of travel; how these routes were gradually closed up by the Turks.
4. Geographical knowledge of the time.
 - a. Queer ideas of the size of the earth and distribution of land and water.
 - b. Superstitions in regard to dangers of navigation.
 - c. Some great travelers, — Marco Polo, Sir John Mandeville (?) and others.
 - d. Explorations carried on by Henry the Navigator and his successors; voyages of Diaz and Vasco da Gama.
 - e. Ships and methods of navigating them; some important inventions.

D. TOPICS FOR CLASS DISCUSSION.

1. Do you think a country like England or one like Italy would send out more expeditions for discovery?
2. Which of all the countries studied do you think had the most knowledge of actual navigation?
3. If the routes of trade had not been closed up by the Turks, do you suppose America would have been discovered about that time anyway?
4. What was the most important body of water, from a commercial point of view, before 1492? After 1492?
5. What invention do you consider the most important in leading up to the discovery of America?

References:

It will probably fall to the lot of the teacher to present orally much information on above topics. Pupils of this grade, however, if they have been properly trained, can read intelligently certain portions

of advanced books, such as high school texts. They should be encouraged to do so. A few of the references to advanced works given below are, for this reason, included in the pupils' list.

Pupils' List:

- McMaster, *Brief History of the United States*, pp. 9-11.
 Eggleston, *New Century History of the United States*, pp. 9-11.
 Towle, *Marco Polo: His Travels and Adventures*.
 Bolton, *Famous Voyagers* (Marco Polo).
 Old South Leaflets, General Series, No. 32 (Marco Polo's Travels).
 Hart, *Essentials in American History*, pp. 13-16.
 Harding, *Essentials in Medieval and Modern History*, Chap. XV.
 Robinson, *History of Western Europe*, Chaps. XXII and XXIII.
 Myers, *Medieval and Modern History*.

Additional List for Teachers:

- | | | |
|-------------------|---|--|
| Topics
A and B | { | Thatcher and Schevill, <i>General History of Europe</i> , pp. 277-296. |
| | | Schevill, <i>History of Modern Europe</i> , pp. 1-43. |
| | | Lodge, <i>Close of the Middle Ages</i> . (See contents. Quite elaborate and scientific.) |
- Gibbons, *History of Commerce in Europe*, pp. 44-82.
 Fiske, *The Discovery of America*, Vol. I, Chap. III.
 Winsor, *Narrative and Critical History of America*, Vol. I.
 Beazley, *Prince Henry the Navigator*.

TOPIC II. EXPLORATIONS IN THE NEW WORLD

To the teacher: — Only typical explorers and their work should be studied in detail. These will be indicated as the work progresses. It is much more valuable to study the life and achievements of Columbus, Magellan, Drake and Hudson, for example, than to spend time in learning scrappy, unrelated facts about many insignificant adventurers. In many instances the teacher should furnish to the pupils a more elaborate outline, such as is given below of Columbus's first voyage.

Some of the results of the investigations of the pupils may be pre-

sented in the form of special reports to the class. Such reports should be considered as a part of the regular instruction and the whole class should be quizzed on their contents.

It must be reiterated that no successful teaching of history can be accomplished without the constant use of maps. It is obvious that this is particularly true in the study of explorations.

**A. SOME EVIDENCES THAT PEOPLE FROM ASIA AND NORTHERN EUROPE
HAD VISITED AMERICA BEFORE COLUMBUS.**

1. It seems probable that Orientals, that is, the people of eastern Asia, had colonized the western coast of the Americas.
2. The "Northmen," or inhabitants of northern Europe, no doubt had explored the northeastern part of the continent.
 - a. What proofs have we of these statements?
 - b. Was the latter a *real* discovery of America? What use was it to the rest of Europe?

B. COLUMBUS AND HIS WORK.

1. His early life and preparation for his great achievement.
2. How he came to leave Italy and settle in Portugal. What does this show in regard to trade routes to the Indies?
3. How he was influenced in various ways to undertake his great voyage.
 - a. His study of everything bearing on travel, particularly Marco Polo's book.
 - b. His collection of maps, charts, globes, etc. Toscanelli's map and Behaim's globe.
 - c. His great purposes and ideals.
4. His search for aid in his enterprise. Why did he think Portugal, Spain, or England would be more likely to help him than Italy?
5. His voyages.
 - a. His first voyage in detail, with special attention to —
 - (1) The preparations, help given him by the Pinzon brothers.
 - (2) Incidents of the trip across the Atlantic.
 - (3) The discovery of land.
 - (4) Description of the country and its inhabitants.

- (5) Islands he discovered and the planting of the first European colony in the New World.
- (6) His voyage back to Spain.
- (7) The reception given to him by Ferdinand and Isabella.
- (8) What Columbus actually had discovered and what he thought he had discovered.
(Read Joaquin Miller's "Columbus.")
- b. Sketch of Columbus's other voyages, laying stress on the significance of the discoveries made.
6. Columbus's misfortunes and some of the reasons therefor.
7. Claims that Spain based on his discoveries.

Special References:

Fiske, *Discovery of America*, Vol. I.

Johnson, *The World's Discoverers*.

C. OTHER SPANISH AND SOME PORTUGUESE EXPEDITIONS.

1. Vasco da Gama's voyage to India by way of the Cape of Good Hope, 1497. How does it compare in importance with Columbus's first voyage?
2. What was the "line of demarcation"? How did it affect —
 - a. Brazil?
 - b. The Philippine Islands?
3. Cabral's accidental discovery of the coast of Brazil, 1500, and its results.
4. Americus Vesputius.
 - a. First explored the coast of South America for Spain, 1499.
 - b. Sent by Portugal to explore Brazil in 1501.
 - c. Why America was named for Vesputius.
5. Europeans thought that the newly discovered lands were a part of the eastern coast of Asia or adjoining islands; how it was proved that this was a mistake:
 - a. Balboa, the first European to cross the continent and find an ocean on the west of America, 1513.
 - b. The Magellan expedition proves that the earth is spheri-

cal and that America is divided from Asia by a vast ocean. A special study by all the class.

- (1) Magellan's nationality and early life.
- (2) Why he was employed by Spain instead of Portugal.
- (3) Preparation for his voyage; his fleet and its equipment.
- (4) First part of his voyage from Spain to Port Julian; discoveries along the coast of South America; trouble with his men.
- (5) The discovery of the Straits; the passage through them and loss of ships.
- (6) Third part of the voyage from the Straits to the Philippine Islands.
- (7) Occurrences on the islands; death of Magellan.
- (8) Fourth part of the expedition from the Philippines to Spain around the Cape of Good Hope under Cano.
- (9) Significance of this expedition.

Special References:

Johnson, *The World's Discoverers*, pp. 119-176. (The best account for children.)

Fiske, *Discovery of America*, Vol. II.

Butterworth, *The Story of Magellan*.

6. A typical Spanish "conquistador";—Cortes and the conquest of Mexico, 1519-1521. A special study by the class.
 - a. The "Spanish cavalier" of the sixteenth century, a talk by the teacher.
 - b. Cortes's preparations and landing at Vera Cruz.
 - c. His wonderful triumphal march from Vera Cruz to the city of Mexico. What kind of country did he pass through?
 - d. How he allied himself with the enemies of Montezuma.
 - e. How Cortes conquered Montezuma by stratagem.
 - f. A description of the Aztec city of Mexico. (See Fiske's *Discovery*.)

special attention to their relations or significance. For example, in the study of a certain year of the Civil War, say 1862, all the military and naval movements, foreign affairs, domestic, political developments, financial operations, etc., would receive attention at the same time and perhaps in the same recitation. Such a process, of course, leaves a blurred, confused picture on the mental vision of the learner. On the other hand the "longitudinal" method carried to an extreme would take up separately the military campaigns, the naval campaigns, foreign affairs, financial matters, etc., through the whole category, and treat each as an independent topic with no attention to synchronism of occurrences. This tends to destroy the sense of proportion, does not reveal the interrelation of events, and weakens the perspective. The extreme of either plan, therefore, is injudicious. To attain and maintain the happy medium between these extremes is one of the most difficult problems in the teaching of history in the grammar grades. In the outline submitted in this chapter an attempt is made to aid in the solution of this difficulty.

Story-telling and simple lecturing by the teacher are often commendable. By these means the desultory and scattered readings of pupils may be coördinated, additional information given, and the work enlivened and made much more interesting by word pictures and vivid descriptions of picturesque and romantic occurrences and the presentation of biographies of important personages. Occasionally reading aloud to the class may be permitted, but on the whole, pupils are expected to gain most of their information from printed material. The power to do this rapidly and accurately is an important end of history teaching.

In recitations the question method should prevail. Every teacher, not only in these grades but all along the line, is expected to develop the ability to conduct a lively, interesting, logical "quiz" and class discussion. This requires thorough knowledge of the subject-matter, alertness, resourcefulness, self-possession, force. It is the most difficult part of the class instruction. Care should be taken to distinguish between the "quiz" and the "topical recitation" or class discussion. The former should consist of direct, penetrating, clear-cut questions that can be answered in a few words. The "quiz" is the best method for conducting a general review, the "topical recitation" for reproducing and discussing the contents of the recent lessons. More subjects can be mentioned and more pupils can be reached through the quiz, more originality on the part of pupils displayed through the use of the topical method. The topical recitation is employed to discover with what logical coherence the learner has received the instruction and also to aid in developing his power to talk consecutively for a short time on a given subject in the presence of the class.

The best recitation is that in which is used a judicious mixture of the "quiz" and the "topical method." Questions of all sorts should usually be indirect rather than direct, calling for opinions, judgments, impressions, in which knowledge will be revealed instead of bald facts depending on mere memory; questions that stir the curiosity, incite the reasoning powers, and develop interest, instead of questions that seek for mere information. No mistake must be made on this point. No judgment can be passed and no rational discussion can take place with-

out an abundance of information as a foundation. The mistake likely to be committed by teachers is in substituting mere information for knowledge. Even if the memory of facts is sought for, the best way to develop it is to ask a question that will start the reasoning powers into action and if the fact is worth while it will be duly revealed; in addition the process is much more interesting to both teacher and pupil.

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Scudder, *New History of the United States.*

Burgess, *The Middle Period.*

Lummis, *Spanish Pioneers*.

Parkman (edited by Edgar), *The Struggle for a Continent*. (This is a compilation of selections from Parkman's various works and is exceedingly useful for this period.)

Butterworth, *The Story of Magellan*.

Prescott, *The Conquest of Mexico*.

McNutt, *Fernando Cortes*.

Bacon, *Henry Hudson*.

Irving, *Columbus*.

Teachers' List:

For comments on general histories see p. 55.

Hart, *Essentials in American History*.

Biart, *The Aztecs: Their History, Manners and Customs*.

Parkman, *Pioneers of France in the New World*.

Adams, *Christopher Columbus*.

Sources:

Caldwell and Persinger, *A Source History of the United States*.

Old South Leaflets, First Series, Nos. 17, 20, 29, 31, 33, 34, 36, 37, 39, 46, 69, 71, 90, 92, 94.

Hart, *Source Book*.

Hart, *History by Contemporaries*.

Hart and Channing, *American History Leaflets*, Nos. 1, 3, 13.

Higginson, *Young Folks' Book of American Explorers*. (Contains extracts from original accounts of expeditions. Very interesting to children.)

TOPIC III. COLONIZATION OF THE NEW WORLD

In opening up this topic the teacher should call the attention of the pupils to the fact that at the beginning of the seventeenth century, a hundred years after the discovery of America, just as the French and English were beginning to found permanent settlements, the Spanish had already colonized the West Indies, Mexico, Peru, and other portions of South America, Central America, Florida and New Mexico. Emphasize this notion by a map study of the regions occupied by the Spanish in 1600 compared with the vast unsettled territory to the north.

Notice, also, that the French had explored the interior of the far north, soon to be known as Canada; the Dutch, the Hudson valley; but that the English, as yet, had explored only along the coast from Florida to Hudson Bay.

A. ATTEMPTS AND FAILURES OF THE FRENCH.

1. Review Cartier's attempts to found a French settlement in the St. Lawrence valley.
2. Admiral Coligny and his great plan to aid the Huguenots. Who were the Huguenots and why should they seek homes in the wilderness?
3. The French failures in South Carolina.
4. The story of the conflict between the French and Spanish in Florida, resulting in the founding of St. Augustine by the Spaniards, 1565.

B. ATTEMPTS AND FAILURES OF THE ENGLISH.

1. Why England was so late in beginning colonization.
2. Attempts of Sir Humphrey Gilbert in the far north.
3. The English on Roanoke Island — Raleigh's expeditions.
 - a. Who was Sir Walter Raleigh?
 - b. The first exploring expedition sent out by Raleigh, commanded by Barlow and Amidas; effect of their report.
 - c. Raleigh's first colony under Ralph Lane.
 - d. The "Lost Colony" under John White. (Note the difference between what was then called "Virginia" and what is now known as the State of Virginia.)
4. The Popham colony in Maine on the Kennebec (*Brief History*, p. 39).

C. FIRST PERMANENT ENGLISH COLONY IN AMERICA.

1. The organization of the great Virginia Company in England for the purpose of colonizing America.
 - a. Division of the company into two sections, namely, the London Company and the Plymouth Company.
 - b. The charters given to these companies, particularly those of 1606 and 1609. Notice what rights and

privileges were given to the colonists. Also the boundary lines of the charter of 1609. Show how the "from sea to sea, west and northwest" provision might give trouble later on. See Preston's *Documents* for the charters.

2. The location chosen at Jamestown. Hunt up Jamestown on the map. Is there any town there now? Why did the colonists choose that location?
3. Kind of people who composed the colony.
4. Suffering during the first winter.
5. John Smith, his former life and efforts for the welfare of the colony. Special report from some pupil.
6. Relations with the Indians.
 - a. Powhatan and his tribe; the crowning of Powhatan.
 - b. The story of Pocahontas and John Smith. If this story is not true, is it reasonable? Smith told it himself, not in his first account of Virginia but in a later pamphlet.
 - c. How Pocahontas saved the colony; her marriage with John Rolfe and her death in England.
 - d. The Indian massacre of 1622.
7. The coming of Lord Delaware and reestablishment of the colony.
8. The colony begins to prosper.
 - a. The severe but successful administration of Sir Thomas Dale.
 - b. How tobacco made the colony prosperous.
 - c. The first representative assembly, 1619.
 - d. Introduction of negro slavery.
 - e. Indentured white servants.
 - f. The cargo of maidens.
 - g. Conditions in the colony in 1624. (*Brief History*, pp. 47-48.)
9. Contest between the aristocracy and the common people.
 - a. The charter taken away in 1624; reasons therefor.
 - b. Sir William Berkeley as a specimen of the aristocratic royal governor.

- c. Civil war in England and the coming of the "Cavaliers" to Virginia. What caused this civil war in England? Show that it was a contest between the Aristocrats and the Commoners. To which class did the Cavaliers belong?
- d. Quarrels between Berkeley and the colonists.
- e. Trouble with the Indians.
- f. Bacon's Rebellion and its consequences. Exactly how many years did it occur before the Declaration of Independence?

Special References:

- McMaster, *Brief History of the United States*, pp. 34-49.
 McMaster, *School History of the United States*, pp. 29-34.
 Eggleston, *New Century History of the United States*, pp. 38-53.
 Scudder, *New History of the United States*, pp. 45-48.
 Otis, *Richard of Jamestown*.
 Cooke, *Stories of the Old Dominion*.
 Drake, *The Making of Virginia*, pp. 1-65.
 Cooke, *Virginia*, pp. 1-310.
 Jenks, *When America was New*, Chap. I.
 Eggleston, *History of the United States*, Chaps. IV-VI.
 Hart and Channing, *American History Leaflets*, No. 27

D. MARYLAND THE FIRST PROPRIETARY COLONY.

- 1. Condition of Catholics in England under James I (a talk to be given by the teacher).
- 2. George Calvert and his purpose in obtaining the charter.
- 3. Some of the provisions of the charter; how it differed from that of Virginia. What is meant by a "Proprietary" colony?
- 4. Show that Maryland was a part of the old Virginia grant and that trouble would likely occur between settlers.
- 5. Early history of the colony.
 - a. The first settlers.
 - b. Beginnings of self-government. How did it begin? In the same way as in Virginia?
 - c. Trouble with Claiborne. (See 4 above.)

- d. The "Toleration Act" of 1649.
- e. Quarrels between Protestants and Catholics.
- f. Growth and prosperity of the colony.

E. COLONIZATION OF NEW ENGLAND.

1. Brief study of the Puritan movement in England. Note carefully the distinction between "Puritan" and "Pilgrim."
2. The founding of Plymouth Colony. (A special study.)
 - a. The formation of the "Separatist" church at Scrooby, England; some of the leading members.
 - b. The "Pilgrims" go to Holland; why they were not contented there.
 - c. The voyage of the *Mayflower*.
 - d. Landing of the Pilgrims; organization of government. (Read or sing Mrs. Hemans' poem, "The Landing of the Pilgrims." Read the *Mayflower Compact*. See Preston's *Documents*.) Why did they select such a "stern and rock-bound coast" for a settlement? Do you think, in the long run, it was an injury or a benefit to the race?
 - e. The first winter; "Burial Hill" and its significance.
 - f. Relations with the Indians.
 - g. How the colonists secured a grant of land, but failed to secure a charter. Why wouldn't James I grant them a charter?
 - h. Miles Standish and the assistance he rendered the colonists. (Read Longfellow's "Miles Standish" and Austin's *Standish of Standish*, a story for young people.)
 - i. Development of representative government. Compare it with Virginia and Maryland. What difference do you find?
 - j. Social and industrial life at Plymouth. (Read Otis's *Mary of Plymouth*.)

Special References for Pupils:

- Eggleston, *History of the United States*, Chap. VII.
Fiske, *The Beginners of New England*, pp. 64-92.

Moore-Tiffany, *Pilgrims and Puritans*.

Austin, *Standish of Standish*. (Novel for young people.)

Austin, *Betty Alden*. (Novel for young people.)

Austin, *David Alden's Daughter*. (Novel for young people.)

Jenks, *When America was New*, Chap. II.

For Teachers:

Eggleston, *The Beginners of a Nation*, pp. 98-187.

Griffis, *The Pilgrims in their Homes, England, Holland, and America*. (A very interesting and complete account.)

3. The Massachusetts Bay Colony.

- a. Organization of the "Company of Massachusetts Bay" by John White.
- b. Coming of the first settlers to Salem, 1628.
- c. The great Puritan migration from England and what caused it. (See quarrel between Charles I and Parliament.)
- d. How the charter and company were both transferred to New England. What difference would that make in the relations between the colony and the mother country?
- e. The growth of the colony; settlements at Boston, Charlestown, Roxbury, Dorchester, etc. Look up all these places and note their geographical situation with regard to Boston. Was each of these a *colony* or merely a town belonging to the "Massachusetts Bay Colony"? How about Plymouth? Get this quite clear in your minds.
- f. Development of representative government. (Read something about "town meetings" in Hinsdale's *American Government*, pp. 36-43.)
- g. Intolerance of the Puritans in Massachusetts.
 - (1) Why the colonists wished to preserve unity and harmony.
 - (2) Persecution of Quakers.
 - (3) Persecution of witches.
 - (4) Episcopalians driven away. Who were Epis-

copalians? Why should the Puritans be hostile to them at this particular time?

- (5) Persecution of Roger Williams and Anne Hutchinson.

h. Massachusetts secures possession of Maine and New Hampshire.

4. Founding of Rhode Island, 1636; work of Roger Williams for toleration in America.

5. Founding of Hartford, 1636, and New Haven, 1638.

a. Thomas Hooker leads a congregation into the Connecticut valley.

b. Why he and his followers left Massachusetts.

c. The first written constitution, known as the "Fundamental Orders" of Connecticut; some of their provisions. (See Preston's *Documents*.)

d. Union of various settlements into the colony of Connecticut.

6. The "United Colonies of New England," 1643; the first step towards a final union of all the English colonies in America.

F. THE MIDDLE COLONIES.

1. The Dutch in New Netherlands.

a. Dutch claims to the Hudson valley and harbor of New York.

b. Explorations of May and Block.

c. The fur trade and the organization of the Dutch West India Company, 1821; powers and privileges of the company.

d. Settlements at Fort Orange (Albany) and Nassau, 1623.

e. The "Patroon" system and its effects. What institution of the Middle Ages did it resemble?

f. The struggle with the Swedes for the control of the Delaware valley. What was the purpose of the Swedes in planting colonies in America? (See Haaren and Poland, *Famous Men of Modern Times*, p. 146, Gustavus Adolphus.)

g. Character of the Dutch rule. What is an oligarchy?

Show that the Dutch government was really an oligarchy.

- h. Was it any wonder the inhabitants wanted more share in the government? What other settlers had come into New Netherlands besides Dutch? What kind of government were they accustomed to?
- i. New Netherlands seized by the English.
- j. Changes under the English rule; the territory including New Jersey given to the Duke of York, brother of the king.
- 2. Colonization of New Jersey as a refuge for Quakers; William Penn's part in founding this colony.
- 3. William Penn and the settlement of Pennsylvania, a proprietary colony. (A special study.)
 - a. Brief history of the Quakers in England.
 - b. Early life of William Penn.
 - c. Joins the Quakers; quarrels with his father.
 - d. His friendship with Charles II and James II.
 - e. How Penn secured the territory of Pennsylvania.
 - f. The charter given to Penn compared with the Maryland charter.
 - g. Founding of the colony of Pennsylvania, 1680.
 - (1) Penn's plans and purposes.
 - (2) How immigrants were secured.
 - (3) Founding of the city of Philadelphia.
 - (4) Penn's arrival; his famous treaty with the Indians. (Read Butterworth's *The Wampum Belt*.)
 - (5) Penn's "Frame of Government" and "Charter of Privileges"; how the colony was governed.
 - h. Character of the settlers.
 - i. Growth and prosperity of the colony.

Special References for Pupils:

Otis, *Stephen of Philadelphia*. (A short story written for young children.)

Walton and Brumbaugh, *Stories of Pennsylvania*.

Rhoades, *The Story of Philadelphia.*

Hodges, *William Penn.*

For Teachers:

Williams, *Pennsylvania.*

Kuhns, *The German and Swiss Settlements of Colonial Pennsylvania.*

Bancroft, *History of the United States*, Vol. I. (Contains an excellent account of "The People called Quakers in England.")

Fiske, *Dutch and Quaker Colonies in America.*

Buell, *William Penn.*

Fisher, *The True William Penn.*

G. THE FAR SOUTHERN COLONIES.

1. The Carolinas. Why were they so named?

- a. The Albemarle Colony, 1663, and its inhabitants.
- b. The Carteret Colony, 1670, peopled by emigrants from England.
- c. The "Grand Model" form of government and why it would not work.
- d. Industrial conditions in North and South Carolina.

2. The Georgia experiment of 1732.

- a. What is meant by prisoners for debt? (Read Whittier's "The Prisoner for Debt.")
- b. General Oglethorpe and his object in founding the colony.
- c. Reasons for choice of location.
- d. Character of the inhabitants.
- e. Why the colony did not prosper at first.

H. SPANISH COLONIZATION OF CALIFORNIA.

This is a good topic for special research, particularly for pupils on the Pacific coast.

1. Establishment of the Missions in Upper California.

- a. Purposes of the Spanish in establishing the Missions.
 - (1) Commercial, trade with the Philippines.
 - (2) Political, to forestall other nations.
 - (3) Religious, conversion of the Indians.
- b. Sketch of Father Junipero Serra, the founder and first *Presidente* of the Missions.

- c. Establishment of the first Mission at San Diego, July 16, 1769, and the second at El Carmelo (Monterey), 1770, and bird's-eye view of the location and establishment of the rest of the twenty-one Missions. The "El Camino Real."
- d. Sketch of the daily life at the Missions.
- e. Relations between the Padres and the Indians.
- f. The Missions at the time of their greatest prosperity; number of neophytes; wealth in cattle, agricultural products, etc. What is a "neophyte"? An "acolyte"?
- g. Secularization of the Missions, causes. Make it quite clear what secularization means. Why should Spain first, and Mexico later, wish to break up these religious organizations?
- h. The breaking up of the Missions; what became of the Padres and the Indians?
- i. The style of architecture employed in the Missions; the picturesque ruins, etc. (Cheap pictures showing the Missions in their glory as well as in ruins can be procured from most book dealers.)

Special References:

Winterburn, *The Spanish in the Southwest*, pp. 97-222.

Bandini, *History of California*, pp. 74-127.

Powers, *Missions of California*.

Jackson, *Father Junipero and the Mission Indians*.

Jackson, *Glimpses of California and the Missions*.

James, *In and Out of the Old Missions of California*. (Emphasizes artistic and archæological features.)

I. SOCIAL, POLITICAL, AND INDUSTRIAL CONDITIONS IN THE THIRTEEN ENGLISH COLONIES.

- 1. How the colonies were governed; their relations to the mother country. (See *Brief History*, pp. 87-96.)
 - a. Comparison of Charter, Proprietary, and Royal colonies.

- b. The Navigation Acts and other laws of trade.
- c. The "Lords of Trade" and their powers and duties.
- d. The Royal Governors and the Councils. Find out why they so frequently quarreled. Recall Sir William Berkeley and Virginia.
- e. How laws were passed.
- f. Local self-government; the "Town" and "County" systems. (Read Hinsdale's *American Government*, pp. 36-51.)
- g. The question of representation in the British Parliament.
- h. Attack of the English government on colonial charters.
 - (1) Edmund Andros and the New England Union.
 - (2) How Connecticut saved her charter.
 - (3) Effect of the English Revolution of 1688; Andros sent back to England.
 - (4) Massachusetts obtains a new charter.

Special attention should be called to the fact that, after all, the mother country interfered but little with the colonies during the early period and did not seriously attempt to enforce the navigation laws until after the French and Indian Wars. The quarrels between the Royal Governors and the Colonial Assemblies did not represent the real attitude of the English Government, but rather a natural conflict between an old aristocracy and a new, growing democracy, as for example, the quarrel between Berkeley and Bacon.

- 2. Industrial and social conditions. Compare the Northern and Southern colonies in respect to—
 - a. Religion and churches.
 - b. Schools and education.
 - c. Social customs, sports, pastimes, etc.
 - d. Life in town and country.
 - e. Industries and occupations.

Special reports on various phases of industrial and social conditions should be required from pupils. The class as a whole should be questioned on these reports. A rather long list of reference books on this topic will be found among the general references.

J. THE FRENCH IN CANADA AND IN THE MISSISSIPPI VALLEY.

1. De Monts and Champlain plant colonies at Port Royal, Acadia (Nova Scotia), and St. Croix, 1604.
2. Champlain and his work in founding the French empire in America.
 - a. Founding of Quebec, 1608.
 - b. Champlain's relations to the Indians.
 - c. The expedition against the Iroquois; the explorations in the Champlain valley.
 - d. Search for a route to the Indies; exploration of the Ottawa River and discovery of Lake Huron.
 - e. Champlain's personality; importance of his work.

Special References:

Parkman, *The Struggle for a Continent*, pp. 82-124.

Sedgwick, *Samuel de Champlain*.

Johnson, *French Pathfinders in North America*, Chaps. VIII, IX.

3. Work of the Jesuit priests among the Indians and as pioneer explorers. (If time permits, this is worthy of a special study. See Parkman, *The Struggle for a Continent*, pp. 130-156, or Johnson, *French Pathfinders*, Chap. X.)
4. Value of the fur trade.
5. Explorations and attempts at settlement in the Mississippi valley.
 - a. Recall De Soto and the discovery of the Mississippi.
 - b. Voyage of Joliet and Father Marquette.
 - c. La Salle's expeditions. (A special study.)
 - (1) La Salle's early life and preparations for his great work; his purposes in coming to Canada.
 - (2) His preparations for exploring the great river; building of the *Griffin*.
 - (3) The trip down the Illinois and the wonderful journey back to Fort Frontenac in mid-winter.
 - (4) The trip down the Mississippi in company with his faithful Tonty. How he took possession

of Louisiana in the name of "Louis le Grand."

- (5) La Salle's last voyage; his attempts to plant a colony near the mouth of the Mississippi; his assassination.
- (6) Settlements at Biloxi, Mobile, and New Orleans.

Special References:

Parkman, *The Struggle for a Continent*, pp. 186-222.

Johnson, *French Pathfinders*, pp. 225-278.

K. TOPICS FOR CLASS DISCUSSION.

1. If the Puritans left England to escape persecution, how do you account for their intolerance in New England?
2. Was Massachusetts justifiable in expelling Roger Williams? Anne Hutchinson?
3. Was the development of representative government due more to local conditions or to inherited British customs?
4. Why were the English determined to get possession of New York? Did they make an equal effort to get the Floridas?
5. What were the natural, geographical boundaries of the English colonies? About how much of the Atlantic coast line did they occupy? On the average, how far back into the interior did they extend?
6. What individual seems to you, on the whole, to have done the most for English colonization? Give reasons.
7. In which of the colonies would you prefer to have lived?
8. Have you noticed any inclination on the part of the colonists towards union? Towards independence of the mother country?

Complete Reference Lists for Pupils:

McMaster, *Brief History of the United States*, pp. 35-122.

McMaster, *School History of the United States*, pp. 26-109. (Especially good for life in the colonies.)

Eggleston, *New Century History of the United States*, pp. 38-140.

Cooke, *Stories of the Old Dominion.*

Walton and Brumbaugh, *Stories of Pennsylvania.*

Brooks, *Stories of the Old Bay State.*

Stockton, *Stories of New Jersey.*

Harris, *Stories of Georgia.*

Swett, *Stories of Maine.*

(The last six books are of particular interest only to pupils of the respective states.)

Rhoades, *The Story of Philadelphia.*

Winterburn, *The Spanish in the Southwest*, pp. 97-222.

Bandini, *History of California*, pp. 74-127.

Powers, *Missions of California.*

Jackson, *Father Junipero and the Mission Indians.*

Jackson, *Glimpses of California and the Missions.*

James, *In and Out of the Old Missions of California.*

Parkman, *The Struggle for a Continent.*

Johnson, *French Pathfinders in North America.*

Sedgwick, *Samuel de Champlain.*

Eggleston, *History of the United States*, Chaps. III-XII.

Thwaites, *The Colonies.*

Fisher, *The Colonial Era.*

Drake, *The Making of Virginia and the Middle Colonies.*

Drake, *The Making of New England.*

Moore-Tiffany, *Pilgrims and Puritans.*

Hodges, *William Penn.*

Butterworth, *The Wampum Belt.*

Griffis, *The Pilgrims in their three Homes, England, Holland, and America.*

The following books are excellent for social and industrial life in the colonies.

Otis, *Stephen of Philadelphia.*

Otis, *Richard of Jamestown.*

Otis, *Mary of Plymouth.*

Otis, *Calvert of Maryland.*

Guerber, *Story of the Thirteen Colonies.*

Fiske, *Old Virginia and Her Neighbors.* Vol. I, pp. 80-254.

Fiske, *The Dutch and Quaker Colonies*, Vol. II, pp. 99-356.

- Love, *The Fast and Thanksgiving Days of New England*.
 Wharton, *Colonial Days and Dames*.
 Wharton, *Through Colonial Doorways*.
 Wharton, *A Last Century Maid*.
 Earle, *The Sabbath in Puritan New England*.
 Earle, *Costumes of Colonial Times*.
 Earle, *Two Centuries of Costumes*, in 2 vols.
 Earle, *Curious Punishments*.
 Earle, *Customs and Fashions of Old New England*.
 Earle, *Colonial Days in Old New York*.
 Child, *The Colonial Parson of New England*.
 Jenks, *When America was New*, Chaps. V-XIII.
 Coffin, *Old Times in the Colonies*.
 Page, *The Old South*, pp. 95-139.
 Eggleston, *Life in the Eighteenth Century*.
 Van Rensselaer, *The Goede Vrouw of Mana-ha-ta*.
 Wright, *Industrial Evolution of the United States*, Part I. (This gives a sketch of the introduction of machinery.)
 Eggleston, *History of the United States*, Chaps. XVI-XIX.
 Austin, *Standish of Standish*.
 Austin, *David Alden's Daughter*.
 Austin, *Betty Alden*.

These books of Miss Austin are interesting novels written for young people, showing life in Plymouth Colony.

For Teachers :

- Hart, *Essentials in American History*, Chaps. V-VII.
 Channing, *Students' History of the United States*, pp. 49-111.
 Lodge, *English Colonies in America*.
 Andrews, *Colonial Self-Government*.
 Greene, *Provincial America*.
 Frothingham, *Rise of the Republic*. (Treats the colonies from the political point of view.)
 North, *The Mother of California*. (History of Lower California.)
 Osgood, *The American Colonies in the Seventeenth Century*. (Very elaborate, but excellent for large schools.)
 Bourne, *Spain in America*.

Thwaites, *France in America*.

Thwaites, *Father Marquette*.

King, *Sieur de Bienville*.

Cooke, *Virginia*.

Eggleston, *The Beginners of a Nation*.

Fisher, *The True William Penn*.

Williams, *Pennsylvania*.

Fisher, *The Making of Pennsylvania*.

Kuhns, *The German and Swiss Settlements of Colonial Pennsylvania*.

Buell, *William Penn*.

Sources:

Hart and Channing, *American History Leaflets*, No. 7.

Caldwell and Persinger, *A Source History of the United States*.

Old South Leaflets, First Series, Nos. 6, 7, 21, 46, 48-52, 54, 57, 77, 91, 95, 96.

Preston, *Documents*, pp. 1-148.

Macdonald, *Select Charters*, Nos. 1-42.

Hart, *Source Book of American History*, pp. 14-98.

Hart, *American History Told by Contemporaries*, Vol. I, Parts II-VI.

TOPIC IV. THE NATIVE RACES OF AMERICA

A. THE MOUND BUILDERS, AN INTERESTING BUT NOT VERY IMPORTANT TOPIC. (Read Starr's *American Indians*.)

B. THE AZTECS OF MEXICO AND THE INCAS OF PERU.

1. Their stage of civilization. Be careful not to adopt the somewhat exaggerated notions set forth by Irving in his accounts of the conquest of Mexico and Peru. (Read Fiske's *Discovery of America*, Vol. II.)

C. THE PUEBLOS AND CLIFF DWELLERS OF NEW MEXICO AND VICINITY.

D. THE RED INDIAN OF NORTH AMERICA. (A special topic.)

1. The Algonquins of the Northeast.
2. The Iroquois of New York, etc.
3. The Muskogees of the Southeast.
4. The Illinois and other tribes of the West.
5. Manners and customs of these Indians in general.
6. Some Indian myths and legends.

Note the rise in civilization of the Indians as one proceeds from north to south. Fiske's *History of the United States* contains a clear, brief discussion of this topic and a good map of the distribution of the Indian families along the Atlantic coast.

Here is an opportunity for the collection of relics, such as arrow-heads, bows and arrows, baskets, pottery, utensils, etc. In many localities simple Indian museums can be started with little or no expense, which will in the end become quite valuable.

Dramatic representation of Indian life will interest the pupils and impress on their memories many phases of Indian civilization.

References for Pupils:

McMaster, *Brief History of the United States*, Chap. VIII.

McMaster, *School History of the United States*, Chap. VII.

Eggleston, *New Century History of the United States*, Chap. II.

Scudder, *New History of the United States*, pp. 19-25.

Starr, *American Indians*. (Very useful for both pupil and teacher.)

Eggleston, *History of the United States*, Chaps. XIII-XVI. (Excellent for this topic.)

Fiske, *Discovery of America*, Vol. I.

Myths and Legends:

Judd, *Wigwam Stories*.

Zitkala-Sa, *Old Indian Legends*.

Lummis, *Pueblo Indian Folk Stories*.

Indian Stories Retold from St. Nicholas.

For Teachers:

Eastman, *Indian Boyhood*. (Written by a full-blooded Sioux Indian.)

Eastman, *Old Indian Days*.

Fletcher, *Indian Story and Song*.

James, *Indians of the Painted Desert Region*.

Jackson, *A Century of Dishonor*. (Deals with mistreatment of the Indians by the National Government.)

Grinnell, *The Story of the Indian*.

TOPIC V. STRUGGLE BETWEEN THE FRENCH AND THE ENGLISH

A. EUROPEAN CONDITIONS AFFECTING THE STRUGGLE IN AMERICA.

This topic probably should be presented by the teacher in the form of a lecture, using a map of Europe to illustrate.

1. Wars of Louis XIV.

a "War of the Palatinate," corresponding to "King William's War" in America, 1689-1697.

b. "War of the Spanish Succession," corresponding to "Queen Anne's War" in America, 1701-1713.

2. Age of Frederick the Great.

a. "War of the Austrian Succession," corresponding to "King George's War" in America, 1740-1748.

b. The "Seven Years' War," corresponding to the "French and Indian War" in America, 1756-1763.

Note that the war began in 1754 in America in a struggle concerning territory along the Ohio River.

See any good modern history of Europe. Teachers should not go into details in presenting the European side of these wars. The aim should be to lead pupils to realize that these so-called colonial wars were but echoes of the great conflicts for territory and balance of power going on in the Old World.

B. THE STRUGGLE IN AMERICA.

1. Review the colonization by the French of Canada, or New France, including Acadia, later Nova Scotia, and Louisiana. Compare extent of territory occupied and claimed by the French and the English respectively.

Note the conflicting claims along the Ohio River and its tributaries to Lake Erie. Find the locations of Fort Du Quesne, Allegheny and Monongahela Rivers, Venango, Fort Le Boëuf, Presque Isle. (See *Brief History*, p. 144; *School History*, p. 84; Hinsdale's, *The Old Northwest*, p. 38.) Only a superficial study of the first three wars should be made. The last, the French and Indian War, should receive special emphasis.

2. King William's War, 1789-1797.
 - a. Count Frontenac and his plans.
 - b. Indian massacres at Schenectady, Salmon Falls, etc.
 - c. Capture of Port Royal (Annapolis) by the English.
 - d. Failure of expedition against Quebec.
 - e. Treaty of Ryswick, 1697.
3. Queen Anne's War, 1701-1713.
 - a. Indian massacres at Deerfield and Haverhill.
 - b. Conquest of Acadia (Nova Scotia) by the English.
 - c. Failure of expedition against Quebec. Why were the English so anxious to capture Quebec?
 - d. Treaty of Utrecht, 1713. How did it change boundary lines in America? Of what value was Nova Scotia to the English? Why did the colonials dislike to give it back to the French?
4. King George's War, 1744-1748.
 - a. Capture of Louisburg.
 - b. Of what importance was this stronghold?
 - c. Treaty of Aix-la-Chapelle.
5. The French and Indian War, 1754-1763.
 - a. The French fortify the Ohio River and Allegheny River valleys. Note how they marked their boundary lines.
 - b. The "Ohio Company" and its grant of land. Do not confuse this company with a later "Ohio Company" formed for the purpose of making settlements north of the Ohio River after the Revolutionary War.
 - c. George Washington sent by Governor Dinwiddie on a mission to the French on Lake Erie. His extraordinary trip in mid-winter. This is a good topic for a special report. (Read Fiske-Irving, *Washington*, and Old South Leaflets, No. 41.)
 - d. Fort Du Quesne and its importance in this war. Note its location. (See *Brief History*, p. 130.) Show how the estimated importance of this locality has been realized in later times. (See Hinsdale, *The Old Northwest*, pp. 62-63.)

- e. Washington's first military campaign; battles of Great Meadows and Fort Necessity, the opening of the war in America. (Teachers might read Thackeray, *The Virginians*, with pleasure and profit. It is probably the best historical novel of this period.)
- f. The Albany Congress; Franklin's "Plan of Union." (See Hinsdale, *American Government*, p. 435.)
- g. The English plan of campaign. Show that it was based on geographical considerations. Study particularly the Champlain and Hudson River valleys.
- h. Fate of the expedition against Crown Point and Niagara; the French expelled from Nova Scotia. (Read Longfellow, *Evangeline*, the introduction, and Hawthorne, *Grandfather's Chair*, Part II, Chap. VIII.)
- i. Braddock's march against Fort Du Quesne and his disastrous defeat. Note carefully the route he took from Virginia.
- j. Capture of Louisburg by the English and abandonment of Fort Du Quesne by the French.
- k. Wolfe and the capture of Quebec. (A special study.)
 - (1) The military situation at this point in the war.
 - (2) Who was William Pitt and what did he have to do with the French and Indian War?
 - (3) Wolfe's early life and characteristics.
 - (4) Why Pitt sent him to America.
 - (5) His preparations at Louisburg.
 - (6) His arrival before Quebec and arrangement of his forces.
 - (7) The topography of Quebec and surrounding country. The teacher should place a map on the board. (See *Brief History*, p. 141; Parkman, *The Struggle for a Continent*, p. 387; Hawthorne's "Grandfather's Chair," p. 130.)
 - (8) Strength of the French position and weakness of their army. (See *Struggle for a Continent*, pp. 385-388.)

- (9) Wolfe's vain attempts to reach the city; his illness and discouragements.
- (10) Discovery of the trail to the Plains of Abraham; the new plan of attack.
- (11) The night trip down the St. Lawrence; scaling the heights; the surprise and defeat of the French.
- (12) All Canada conquered as a result.

Special References:

Hawthorne, *Grandfather's Chair*.

Parkman, *The Struggle for a Continent*, pp. 382-450.

- l. The importance of the Treaty of Paris of 1763, and how it affected territory in America.

- (1) The Province of Quebec. Note the "Quebec Act," one of the grievances mentioned in the Declaration of Independence. (See *Brief History*, p. 157.)
- (2) The Proclamation Line. Look up the geography involved in this proclamation. What motive can you discover for thus limiting the jurisdiction of the royal governors?
- (3) The boundaries of the provinces of East and West Florida. Note how the boundary of West Florida caused trouble to the United States later on. (See Channing, *Students' History*, pp. 117-119, 208-209, 280.)

m. Pontiac's War.

C. TOPICS FOR CLASS DISCUSSION.

- 1. What were the most important geographical points for the possession of which both parties struggled? Why were they important?
- 2. What do you think of the ability of the colonial soldiers as displayed in these wars? Can you draw any interesting conclusions from your statement?

3. How can you connect Champlain with the attitude of the Indian towards the French and the English?
4. Can you see any way in which this struggle might affect the relations between the colonies and the mother country?
5. What excuses can you make for the expulsion of the French from Nova Scotia?
6. Can you think of any reason why some English statesmen did not wish the English to succeed in completely conquering the French in America?
7. Why, in your judgment, did the English win in the long run?
8. How did the results of these wars affect the Spanish possessions in America?

References for Pupils:

- McMaster, *Brief History of the United States*, Chaps. X, XI.
McMaster, *School History of the United States*, Chap. VIII.
Eggleston, *New Century History of the United States*, Chaps. XV, XVIII.
Scudder, *New History of the United States*, pp. 88-100.
Drake, *The Border Wars of New England*. (King William's and Queen Anne's.)
Longfellow, *Evangeline*.
Hawthorne, *Grandfather's Chair*.
Fiske-Irving, *Washington and His Country*.
Scudder, *George Washington*.
Seelye, *The Story of Washington*.
Walton and Brumbaugh, *Stories of Pennsylvania*, pp. 116-135.
Eggleston, *History of the United States*, Chaps. XXI-XXIV.
Parkman, *The Struggle for a Continent*, pp. 236-459.
Baldwin, *The Conquest of the Old Northwest*, to page 149.

For Teachers:

- Hart, *Essentials in American History*, Chap. VIII.
Channing, *Students' History of the United States*, pp. 112-119.
Parkman, *A Half Century of Conflict*.
Parkman, *Frontenac*, especially Chaps. XVII, XVIII.
Parkman, *Conspiracy of Pontiac*.

Parkman, *La Salle*.

Parkman, *Montcalm and Wolfe*.

Sloan, *The French War and the Revolution*.

Hinsdale, *The Old Northwest*, Chaps. III, V.

Sparks, *Expansion of the American People*, Chap. VI.

Thwaites, *France in America*.

Howard, *Preliminaries of the Revolution*.

Bradley, *Wolfe*.

Wilson, *George Washington*.

Ford, *The True George Washington*.

Sources:

Caldwell and Persinger, *A Source History of the United States*.

Hart and Channing, *American History Leaflets*, Nos. 5, 16.

Old South Leaflets, First Series, Vol. II, No. 41. (Washington's journal of his trip to the Ohio.)

Hart, *History by Contemporaries*, Vol. II, Part V.

Macdonald, *Select Charters*, Nos. 45, 47, 51, 54, 55.

Hart, *Source Book*, pp. 98-107.

Preston, *Documents*, p. 170.

TOPIC VI. THE QUARREL WITH THE MOTHER COUNTRY

A. ENGLAND'S EARLY COLONIAL POLICY.

1. At first the policy of non-interference, local self-government permitted. Recall the history of Rhode Island, Connecticut, Pennsylvania, Maryland, etc.
2. An attempt of England to take away charters and unite northern colonies under rule of Governor Andros. Get at the real purpose of England in this attempt.
3. Explanation of England's hostile attitude towards Massachusetts in contrast to her friendliness to Rhode Island and Connecticut. (See Channing's *Student's History*, pp. 73, 92, 95.)
4. The Navigation Acts of 1752, 1760, etc., not rigidly enforced until after the French and Indian Wars.
5. The theory of representation that grew up in America in contrast to the theory of Great Britain. (See *Brief History*,

p. 149; Hinsdale, *American Government*, pp. 57-59; Channing, *Students' History*, pp. 143-144.)

Lead the pupils to discover that England's general policy towards the colonies was in harmony with the spirit of the age and followed the established customs of European nations. In fact, England was much more lenient and generous in her treatment of her colonies than either France or Spain, hence their more substantial growth and prosperity. (See Thwaites, *Colonies*, pp. 45-53; Moses, *Spanish Rule*, pp. 17-26.)

B. CHANGE IN ATTITUDE OF THE HOME GOVERNMENT; DIRECT CAUSES OF THE REVOLUTION.

1. Effects of the French and Indian Wars.
2. Accession of George III. What sort of man was he? How did his private virtues contrast with his political stupidity?
3. Attempts to enforce the laws of trade.
 - a. Smuggling; "Writs of Assistance," — what they were and how they were used.
 - b. Application for Writs of Assistance to a Massachusetts court. James Otis's famous speech and its effects.
 - c. Establishment of new courts and appointment of new officers for the detection and trial of smugglers.
4. A British standing army sent to America.
5. The Stamp Act.
 - a. Provisions of the Act.
 - b. Note the different kinds of stamps and how they were attached. (Read *School History*, p. 113.) Show that a stamp tax is a very convenient method of raising revenue.
 - c. The colonies resist the enforcement of the Act; how they treated the stamp distributors.
 - d. Patrick Henry's great speech before the Virginia House of Burgesses, followed by the Virginia Resolutions.
 - e. The Stamp Act Congress of 1765; the famous Declaration of Rights; the first American Congress and the first great American National Document.
 - f. Non-importation agreements.

- g. Repeal of the Stamp Act; the "Declaratory Act."
(Read Hart, *American History told by Contemporaries*, Vol. II, pp. 407-411, for report of Franklin's answers to the questions asked him in his examination before the House of Commons.)
6. The Townshend Acts and their effects.
7. The burning of the Gaspé and the formation of the Committee of Correspondence. (Read Channing, *Students' History*, pp. 157-159.)
8. Quarrels between British soldiers and American citizens; the so-called "Boston Massacre" and its effects; the first blood shed in the Revolution.
9. The tea tax.
- a. How the tax was manipulated so that tea could be purchased more cheaply in America than in England.
 - b. Why the Americans resisted the tax; how the sale was prevented.
 - c. The "Boston Tea Party." (Read Hawthorne, *Grandfather's Chair*, p. 189.)
10. The five "Intolerable Acts."
11. The First Continental Congress.
- a. How it was summoned through the Committees of Correspondence.
 - b. The "Declaration of Rights."
 - c. Addresses to the king, the people of the colonies, the people of Canada, and the people of England.
What was the general purpose in all these addresses?
 - d. The Non-Importation Association formed.

C. TOPICS FOR CLASS DISCUSSION.

1. Was the colonial policy illustrated by the Navigation Acts wise or unwise from a British point of view?
2. What would we call the Boston Tea Party if it should occur to-day? Was such lawlessness excusable?
3. What was the difference between a "Writ of Assistance" and a common search warrant?
4. Show that many people of England sympathized with the colo-

nists because they were in the same position in regard to "taxation without representation."

5. Why was the Quebec Act so objectionable to the people of the thirteen colonies?
6. Compare the three most distinguished Americans of this period.

References for Pupils :

- McMaster, *Brief History of the United States*, Chap. XII.
McMaster, *School History of the United States*, pp. 107-122.
Eggleston, *New Century History of the United States*, Chap. XIII.
Scudder, *New History of the United States*, pp. 123-135.
Eggleston, *History of the United States*, Chap. XXVII.
Hart, *The Formation of the Union*, pp. 39-68.

For Teachers :

- Hart, *Essentials in American History*, Chap. IX.
Channing, *Students' History of the United States*, pp. 131-165.
Sloan, *The French War and the Revolution*, Chaps. X-XIV.
See references under former topics.

TOPIC VII. THE AMERICAN REVOLUTION

The main theme under this topic is, of course, the Revolutionary War. However deplorable war may be and however desirable it is to abolish armaments and usher in an era of peace, nevertheless wars have played a very essential and fundamental part in the development of civilization, and their study cannot be omitted in any comprehensive and well-balanced survey of history. The military campaigns, however, should be considered as great movements, usually with some central purpose in view, and not as a series of isolated battles. The bloodshed, loss of life, and other disagreeable features should receive adequate, but not undue, attention. Perhaps nothing is more conducive to the inculcation of peace sentiments in youthful minds than a vivid presentation of the horrors of war. On the whole, however, it is pleasanter and perhaps wiser to treat the bloody and brutal side of wars as lightly as is consistent with the preservation of the sense of proportion and the unity of history. Certainly

the study of the details of only a few typical or "critical" battles need be undertaken. Such battles are indicated in the outline.

The Revolutionary War, in so far as its campaigns are concerned, can easily be studied logically, chronologically, and geographically without confusion. The following outline is based on such an arrangement. Each campaign should be illustrated by a large map drawn on the blackboard containing only the essential locations.

A. EVENTS OF 1775.

1. British troops in Boston.

- a.* Trouble between soldiers and citizens; the Boston Massacre.
- b.* Battles of Lexington and Concord. (A special study.)
(Read Emerson's "Concord Hymn.")
- c.* Battle of Bunker Hill. Note the effects of these battles, both in England and in America.
- d.* Washington appointed Commander-in-Chief and takes command under the "Washington elm" at Cambridge.
- e.* Siege and evacuation of Boston by the British.

2. Capture of Ticonderoga by Ethan Allen.

3. Expeditions of Montgomery and Arnold against Montreal and Quebec.

B. EVENTS OF 1776.

1. Clinton's designs on North Carolina and his attack on Fort Moultrie.

2. The Declaration of Independence.

- a.* Causes of the growing spirit of independence.
- b.* Appointment of a committee to prepare the document.
- c.* The preliminary resolution adopted July 2, 1776.
- d.* The completed document adopted formally July 4.
- e.* The writing of the Declaration, work of Thomas Jefferson.
- f.* Analysis of the Declaration.

Each pupil should read the document and try to see that its provisions and statements may be classified as follows:

ANALYSIS OF DECLARATION OF INDEPENDENCE

- (1) Preamble; reason for issuing the Declaration.
- (2) Justification of the revolution of the colonies.
 - (a) All men are born free and equal.
 - (b) Men's natural right to life, liberty, and happiness.
 - (c) The purpose of just governments to establish and secure these rights.
 - (d) The just powers of government are derived from those governed. Notice that this was rather a new doctrine in the world.
 - (e) Therefore, it is the right of the governed to alter or abolish any government which threatens to destroy the above rights.
 - (f) People, however, should be cautious about starting revolutions.
 - (g) The existence of despotism justifies a revolution.
- (3) Proof that the government of George III was despotic.
 - (a) His restrictions on colonial legislatures. Pick out the clauses that charge these against the king.
 - (b) Interference with courts and administration of justice.
 - (c) Threatening the colonies with military tyranny.
 - (d) The king's approval of Parliamentary Acts of oppression.
 - 1'. The Navigation Acts.
 - 2'. The "Five Intolerable Acts." Find them in the Declaration.
 - 3'. The Townshend Acts.
 - (e) Actual waging of war against the colonies.
 - (f) Employment of mercenary troops against the colonists.
 - (g) Impressment of Americans and forcing them to fight against their fellow countrymen.
 - (h) Employment of Indians against the Americans.
 - (i) The king spurned the humble petitions of the colonists.
- (4) The conclusion is that George III is a tyrant and unfit to govern a free people.
- (5) The only charge against the people of Great Britain is that

they turned a deaf ear to the remonstrances and appeals of the Americans.

- (6) Declaration — "These United Colonies are, and of right ought to be, free and independent states."
- (7) The pledge — "Our lives, our fortunes, and our sacred honor."

Let the class find examples from history illustrating all the charges brought against the Crown of England.

- 3. Campaigns in the North growing out of the British capture of New York.
 - a. Battle of Long Island; retreat of Washington.
 - b. Repulse of British at Harlem Heights; Washington's retreat up the Hudson to White Plains.
 - c. Battle of White Plains.
 - d. British capture Fort Washington.
 - e. Washington's famous retreat across the Jerseys to New-ton in Pennsylvania; disobedience of Charles Lee.
 - f. The British line of posts from the Hudson to Trenton.
 - g. Washington recrosses the Delaware and captures Trenton.
 - h. Victory at Princeton, January 3, 1777.
 - i. Winter quarters at Morristown.
- 4. Financial aid rendered by Robert Morris.

C. EVENTS OF 1777.

- 1. Howe's capture of Philadelphia.
 - a. Howe leaves New York for Philadelphia by sea; sails up the Chesapeake Bay. Where was Washington? What did he do?
 - b. Battle of Brandywine; Lafayette takes part.
 - c. Howe enters Philadelphia; flight of Congress.
 - d. Battle of Germantown.
 - e. How was this campaign of Washington's of assistance to the Americans in Burgoyne's campaign which was going on at the same time?
- 2. Winter quarters of Washington's army at Valley Forge; suffering of the troops. (Read Hart, *Contemporaries*, Vol. II, p. 568, for an excellent description.)

3. Burgoyne's invasion of New York. (A special study.)
 - a. Purpose of the British in this invasion.
 - b. The general plan; the three expeditions.
 - (1) St. Leger's by the way of Lake Ontario and the Mohawk valley.
 - (2) Burgoyne's by the way of the Champlain and Hudson River valleys.
 - (3) Howe's proposed expedition from New York up the Hudson.
 - c. Burgoyne's advance from Canada up the Champlain valley. Note the character of the country through which he passed.
 - (1) Capture of Crown Point and Ticonderoga. Where are these points?
 - (2) Schuyler's plans to delay Burgoyne.
 - (3) The battle of Bennington; General Stark and the Green Mountain Boys.
 - d. St. Leger's expedition.
 - (1) Route of St. Leger up Lake Ontario, thence up the Oswego valley and down the Mohawk.
 - (2) General Herkimer and the battle of Oriskany.
 - (3) The siege of Fort Stanwix (Schuyler); the sortie of the Americans and defeat of the British.
 - (4) Benedict Arnold volunteers to go to the aid of the Americans; his stratagem to frighten the British.
 - (5) The British retreat back to Canada.
 - e. Burgoyne's two defeats at Bemis Heights, near Saratoga; valor of Benedict Arnold.
 - f. Surrender of Burgoyne at Saratoga.
 - g. Why Howe did not advance up the Hudson.
 - h. Great results of this campaign.

Special References:

Fiske, *The American Revolution*, Vol. I, pp. 260-344.

Drake, *Burgoyne's Invasion*.

Sloan, *The French War and the Revolution*, pp. 267-271.

4. Intrigues against Washington; the "Conway Cabal."

D. EVENTS OF 1778.

1. The alliance with the French.
 - a. Why France took up the cause of the Americans in the first place.
 - b. The negotiations with France. Who was the chief American commissioner?
 - c. Some of the terms of the treaty. (Hart, *Essentials*, p. 174, contains the essentials.)
 - d. Effects of the treaty. (See Hart, *Essentials*, pp. 174-175.)
2. The British abandon Philadelphia and withdraw to New York.
 - a. New York threatened by the French.
 - b. Clinton supersedes Howe and starts from Philadelphia to New York.
 - c. The battle of Monmouth. (Read Collins's "Molly Maguire at Monmouth" in Matthews, *Poems of American Patriotism*, p. 58.)
 - d. Clinton reaches New York; Washington occupies White Plains once more. Why did he stay there so long apparently doing no fighting?
3. How George Rogers Clark saved the Northwest to the Americans. (A special study.)
 - a. What country was called specifically the "Old Northwest"?
 - b. What states have been formed from it?
 - c. From whom had the English secured it?
 - d. Where were the principal English forts?
 - e. George Rogers Clark's family and early training.
 - f. Why he was so interested in the "Northwest."
 - g. How he secured aid.
 - h. The expedition made in the name of Virginia.
 - i. Clark's route to Pittsburg and down the Ohio.
 - j. Capture of Kaskaskia and Cahokia.
 - k. How he treated the Indians.
 - l. Surrender of Vincennes and its recapture by Hamilton, the British "Hair Buyer."
 - m. Clark's wonderful march from Kaskaskia to Vincennes. Look up the route; note the time of year. (Read the

original account in Old South Leaflets, First Series, Vol. II, No. 43.)

- n. The Northwest held by Clark and secured by the treaty of peace with Great Britain, 1783. (See Hinsdale, *The Old Northwest*, Chap. X, for a very elaborate discussion of this whole question.)

Special References:

Baldwin, *Conquest of the Old Northwest*, pp. 145-178. (Easily read by children.)

Drake, *The Making of the Ohio Valley States*, pp. 116-121.

Thwaites, *How George Rogers Clark Won the Northwest*. (See p. 26 for a good map.)

Hinsdale, *The Old Northwest*, Chap. IX.

Fiske, *The American Revolution*, Vol. II, pp. 103-109.

Old South Leaflets, First Series, Vol. II, No. 43.

Churchill, *The Crossing*. (An interesting novel.)

Dye, *The Conquest*. (An interesting novel.)

Thompson, *Alice of Old Vincennes*. (An interesting novel.)

4. Massacres in the Wyoming valley, Pennsylvania, and Cherry Valley, New York.

5. Sullivan's expedition against the Indians of New York.

6. Invasion of the South by the British; capture of Savannah.

E. EVENTS OF 1779-1781.

1. In New York.

- a. Wayne's capture of Stony Point.

- b. Arnold's treason.

2. War in the South.

- a. Americans repulsed at Savannah.

- b. British capture Charleston.

- c. The patriot leaders in the South, such as Marion, Pickens, Sumter, Morgan. (Read Bryant's "Song of Marion's Men" in Persons, *Our Country*, and English's "Battle of Cowpens," in Matthews, *Poems of Patriotism*.)

- d. Battle of Camden.

- e. Battle of King's Mountain.

- f. Battle of Cowpens.
- g. Greene's masterly retreat into Virginia.
- h. Battle of Guilford Court House. Cornwallis's forced march to Wilmington.
- i. Greene regains South Carolina; battle of Eutaw Springs. (Read Philip Frenau's poem "To the Memory of the Americans who Fell at Eutaw," Matthews, *Poems of American Patriotism*, p. 80.)
- j. Cornwallis ordered to fortify some position on the coast and selects Yorktown.
- k. Washington comes down from the North, the French from the West Indies; Lafayette is on the ground.
- l. The siege of Yorktown and surrender of Cornwallis, Oct. 19, 1781.

3. Closing scenes of the war.

F. THE WAR ON THE OCEAN.

- 1. Beginnings of an American navy.
- 2. John Paul Jones and his career. (Special report from a pupil.)
- 3. The work of the privateers.

Special References:

McMaster, *Brief History of the United States*, pp. 177-180.

McMaster, *School History of the United States*, pp. 146-149.

Fiske, *The American Revolution*, Vol. II, Chap. XII, pp. 120-130 (for Paul Jones).

Hapgood, *Paul Jones*.

Frothingham, *Sea Fighters*, pp. 215-266.

G. FINANCES OF THE REVOLUTION.

- 1. Evils of paper money. What colony first issued paper money?
- 2. Robert Morris and his work. (See Sumner, *Robert Morris*.)
This is a good topic for the teacher.
- 3. French financial aid.
- 4. Loans secured from Holland and Spain.

H. THE TREATY WITH GREAT BRITAIN.

- 1. The negotiations; how the United States secured such favorable terms. (See Channing, *Students' History*, pp. 205-211.)

2. Some of the important provisions. (Read Hart, *Essentials*, p. 184.)
3. Boundaries of the new nation. (See Channing, *Students' History*, pp. 208-210.)

I. TOPICS FOR CLASS DISCUSSION.

1. What part did the Tories play in the Revolution? Did the Patriots treat them fairly? (See Fisher, *True History*, Chap. VIII; Van Tyne, *The Loyalists in the American Revolution*. Read Chambers, *The Reckoning*.)
2. What change took place in American sentiment concerning the question of independence between April, 1775, and July, 1776? What caused this change?
3. Why was there such a struggle for the possession of New York and the valley of the Hudson?
4. Of what importance to the future United States was the work of George Rogers Clark?
5. Would the Americans have succeeded without the assistance of the French?
6. Had the British been successful would separation from the mother country have come later?
7. Why did Canada not unite with the thirteen colonies in the Revolution?

References for Pupils:

- McMaster, *Brief History of the United States*, Chaps. XIII-XV.
 McMaster, *School History of the United States*, Chap. XI.
 Eggleston, *New Century History of the United States*, Chaps. XXIV-XXVII.
 Scudder, *New History of the United States*, pp. 153-186.
 Eggleston, *History of the United States*, Chaps. XXVIII-XXXII.
 Baldwin, *Conquest of the Old Northwest*, pp. 145-178.
 Drake, *The Making of the Ohio Valley States*, pp. 116-121.
 Thwaites, *How George Rogers Clark Won the Northwest*.
 Fisher, *The True History of the American Revolution*.
 Fiske, *The War of Independence*.
 Drake, *Burgoyne's Invasion*.

- Sparks, *The Men Who Made the Nation*, Chaps. I-IV.
Merwin, *Thomas Jefferson*.
Moore, *Benjamin Franklin*.
Frothingham, *Sea Fighters*, pp. 215-266. (Paul Jones.)
Hapgood, *Paul Jones*.
Brooks, *Historical Americans*, pp. 34-86.
Hart, *Camps and Firesides*. (See biographies of Washington under Topic V.)

For Teachers :

- Hart, *Essentials in American History*, pp. 149-187.
Channing, *Students' History of the United States*, pp. 170-211.
Ford, *The Many-sided Franklin*.
Sloan, *The French War and the Revolution*.
Greene, *General Greene*.
Livingston, *General Israel Putnam*.
Brooks, *Henry Knox*.
Curtis, *The True Thomas Jefferson*.
Arnold, *Life of Benedict Arnold*.
Fiske, *The American Revolution*.
Hinsdale, *The Old Northwest*, Chap. IX.
Van Tyne, *The American Revolution*.

Sources :

- Caldwell and Persinger, *Source History of the United States*.
Old South Leaflets, First Series, Nos. 3, 43, 47, 86, 97, 98.
Hart and Channing, *American History Leaflets*, No. 11.
Hart, *Source Book of American History*, pp. 137-160.
Hart, *History by Contemporaries*, Vol. II. Parts VII, VIII.
Macdonald, *Documents*, No. 1. (Declaration of Independence.)
Preston, *Documents*, p. 210. (Declaration of Independence.)

TOPIC VIII. ELEMENTARY CIVICS

In schools whose sessions aggregate eight months or more it is advisable that provision be made for a few weeks' study of the subject of citizenship at the close of the year. Since so many boys drop

out of grammar schools before completing the course, it seems wise to begin this subject in the seventh grade.

The work should consist of a study, not of constitutions and the framework of governments, but of the relations existing between citizens, young and old, and the community in which they live. The study should begin with the immediate local environment, — village, mining camp, lumber region, colony, farming community, seaport, fishing village, whatever it may be, broadening out to the township, county, city, etc., winding up with the State and Nation in the eighth grade. All this must necessarily be done in a very elementary way, no effort being made to teach the machinery of government. The purpose should be to lead the children to realize some of the rights, privileges, and responsibilities that citizenship in any community implies; what a citizen may do for his community and what his community as a whole ought to do for him.

Such books as Dole, *The Young Citizen*, or Dunn, *The Community and the Citizen*,¹ are recommended as useful texts on this subject. If a two-book course can be given, it is recommended that Dole, *Young Citizen*, be used in the seventh grade, and Dunn, *The Community and the Citizen*, in the eighth. If the latter book is to be the sole text as in California, it is suggested that the seventh grade take up the work for a month, studying the text and carrying out the suggested work to page 102, and the eighth grade, after a review of the previous work, complete the book.

Another plan that has been carried out successfully is to take up the study of citizenship in connection with history, allotting one recitation a week to this subject throughout the year; but this method tends to break the continuity of both subjects and to dull the interest of the pupils in elementary civics, owing to the long intervals between recitations. A month of intensive study will produce better results than twice the number of recitations scattered throughout a school year.

It may be well to call attention to the value of devoting one recitation a week, or at least a fortnight, to a discussion of current events. In carrying on this work the pupils should be induced to manage

¹ The State textbook in California.

the recitations largely for themselves. Committees should be appointed regularly to prepare lists of topics for discussion, which lists should be placed on a convenient space on the blackboard at various times during the week. If possible a "news table" should be provided, or in lieu of that, clippings may be brought by the pupils and teacher from which proper selections are to be made and posted on the bulletin board.

A FEW SUGGESTIVE TOPICS FOR THE STUDY OF CITIZENSHIP

1. The founding and development of a community.
2. The family as a social unit.
3. How various kinds of communities are organized for government.
4. What these organized communities do for the citizen.
 - a. Promote law and order.
 - b. Promote health through sanitary supervision.
 - c. Aid transportation and communication.
 - d. Aid in transaction of business.
 - e. Provide means for education — schools, libraries, etc.
 - f. Satisfy love of the beautiful — art galleries, monuments, parks, etc.
 - g. Sometimes provide water, light, fuel, etc.
5. What the citizen must do for the community.
6. How the citizen may voluntarily aid his community.
7. What children may do for their community.

The books recommended furnish considerable information on these and other topics, but the most useful and most interesting part of the work consists in the personal investigations which they suggest, to be carried on by teachers and pupils in their own localities — interviews with intelligent persons, visiting public institutions such as city halls, courthouses, high-school buildings, public libraries, manufacturing plants, especially gas and electric-light plants, power houses, etc.; mines, lumber camps, etc.; scanning local newspapers for timely current events, etc. In all these excursions and investi-

TOPIC II. OUR COUNTRY IN 1790; SOCIAL AND INDUSTRIAL CONDITIONS

A. EXTENT OF TERRITORY.

1. Note the boundaries of the United States.
2. What states have since been formed from the regions unsettled in 1790?
3. Westward movement of population; routes of travel.

B. FINANCIAL CONDITIONS.

C. LIFE IN COUNTRY AND CITY.

1. Lack of conveniences.
2. Country roads; means of transportation.
3. Taverns.

D. CULTURE AND EDUCATION—SCHOOLS, NEWSPAPERS, BOOKS, ETC.

E. INDUSTRIAL LIFE.

1. Various employments.
2. Slavery and its effects.
3. Importance of cotton and tobacco.

F. MANNERS AND CUSTOMS IN GENERAL.

References:

McMaster, *Brief History of the United States*, Chap. XVII.

McMaster, *School History of the United States*, Chap. XIV. (An excellent treatment.)

Scudder, *New History of the United States*, pp. 209-214.

Eggleston, *History of the United States*, Chaps. XXXIV-XXXV.

McMaster, *History of the People of the United States*, Vol. I. (Invaluable, especially for the teacher.)

Walker, *The Making of the Nation*, pp. 64-72.

Hart, *Essentials in American History*, Chap. XIV.

Hart, *Formation of the Union*, pp. 137-141.

Sparks, *Expansion of the American People*, Chaps. III-V.

Wright, *Industrial Evolution*, Chap. X.

TOPIC III. FOUNDING OF THE NEW GOVERNMENT; PERIOD OF SUPREMACY OF THE FEDERALISTS

A. ADMINISTRATIONS OF GEORGE WASHINGTON, 1789-1797.

1. Election and inauguration of the first President. (Read Schouler, *History of the United States*, Vol. I, pp. 84-90; McMaster, *People of the United States*, Vol. I.)

2. Organization of the new government.
 - a. The first Cabinet; number of Departments organized and names of appointees.
 - b. The Supreme Court.
 - c. The first meeting of Congress.
3. Financial difficulties to be overcome.
 - a. Foreign debts due to France, Holland, and Spain, \$11,700,000.
 - b. The domestic or home debt due to Americans, \$42,000,000.
 - c. State debts owed by the various States, \$21,500,000.
 - d. The question whether or not the nation should assume and pay the State debts. Why should they?
 - e. What is meant by "funding" all these debts? How was it done?
 - f. Condition of the currency.
 - (1) Lack of coin.
 - (2) Variety of coinage, English, Spanish, French.
 - (3) The United States Bank.
 - (4) Establishment of a mint.
4. How revenues were obtained to provide for these debts and pay running expenses of the government.
 - a. Duties on imported goods, or a "tariff."
 - b. Internal revenue or "excise" tax. Note the difference between the two kinds of revenue mentioned in a and b.
 - c. A "sinking fund." What is meant by it?
5. Alexander Hamilton and his work in bringing about these measures. (See Lodge, *Alexander Hamilton*.)
6. Foreign affairs.
 - a. Relations with Great Britain.
 - (1) Violations of the treaty of 1783 by both nations.
 - (2) The beginning of the French Revolution and the resulting war between England and France.
 - (3) How the people of the United States were divided in their sympathies; the Genet affair.

out of grammar schools before completing the course, it seems wise to begin this subject in the seventh grade.

The work should consist of a study, not of constitutions and the framework of governments, but of the relations existing between citizens, young and old, and the community in which they live. The study should begin with the immediate local environment, — village, mining camp, lumber region, colony, farming community, seaport, fishing village, whatever it may be, broadening out to the township, county, city, etc., winding up with the State and Nation in the eighth grade. All this must necessarily be done in a very elementary way, no effort being made to teach the machinery of government. The purpose should be to lead the children to realize some of the rights, privileges, and responsibilities that citizenship in any community implies; what a citizen may do for his community and what his community as a whole ought to do for him.

Such books as Dole, *The Young Citizen*, or Dunn, *The Community and the Citizen*,¹ are recommended as useful texts on this subject. If a two-book course can be given, it is recommended that Dole, *Young Citizen*, be used in the seventh grade, and Dunn, *The Community and the Citizen*, in the eighth. If the latter book is to be the sole text as in California, it is suggested that the seventh grade take up the work for a month, studying the text and carrying out the suggested work to page 102, and the eighth grade, after a review of the previous work, complete the book.

Another plan that has been carried out successfully is to take up the study of citizenship in connection with history, allotting one recitation a week to this subject throughout the year; but this method tends to break the continuity of both subjects and to dull the interest of the pupils in elementary civics, owing to the long intervals between recitations. A month of intensive study will produce better results than twice the number of recitations scattered throughout a school year.

It may be well to call attention to the value of devoting one recitation a week, or at least a fortnight, to a discussion of current events. In carrying on this work the pupils should be induced to manage

¹ The State textbook in California.

the recitations largely for themselves. Committees should be appointed regularly to prepare lists of topics for discussion, which lists should be placed on a convenient space on the blackboard at various times during the week. If possible a "news table" should be provided, or in lieu of that, clippings may be brought by the pupils and teacher from which proper selections are to be made and posted on the bulletin board.

A FEW SUGGESTIVE TOPICS FOR THE STUDY OF CITIZENSHIP

1. The founding and development of a community.
2. The family as a social unit.
3. How various kinds of communities are organized for government.
4. What these organized communities do for the citizen.
 - a. Promote law and order.
 - b. Promote health through sanitary supervision.
 - c. Aid transportation and communication.
 - d. Aid in transaction of business.
 - e. Provide means for education — schools, libraries, etc.
 - f. Satisfy love of the beautiful — art galleries, monuments, parks, etc.
 - g. Sometimes provide water, light, fuel, etc.
5. What the citizen must do for the community.
6. How the citizen may voluntarily aid his community.
7. What children may do for their community.

The books recommended furnish considerable information on these and other topics, but the most useful and most interesting part of the work consists in the personal investigations which they suggest, to be carried on by teachers and pupils in their own localities — interviews with intelligent persons, visiting public institutions such as city halls, courthouses, high-school buildings, public libraries, manufacturing plants, especially gas and electric-light plants, power houses, etc.; mines, lumber camps, etc.; scanning local newspapers for timely current events, etc. In all these excursions and investi-

gations, of course, the real purpose must never be lost sight of nor the work degenerate into mere picnic excursions.

EIGHTH GRADE

[For list of authors and books mentioned in these outlines, see Appendix.]

TOPIC I. PERIOD UNDER THE ARTICLES OF CONFEDERATION

A. HOW THE COUNTRY HAD BEEN GOVERNED DURING THE WAR.

1. The Continental Congress represented the central or National government.
2. Still the States were almost independent.
3. The war was carried on largely through patriotism and the force of public opinion.

B. THE ARTICLES OF CONFEDERATION, OR THE FIRST CONSTITUTION OF THE UNITED STATES.

Treat these "Articles" as a Constitution. Pupils are apt to get a vague idea that our present organic law was the first and only Constitution of the country.

1. History of the formation and adoption of the Articles of Confederation.
 - a. Give a sketch of the important provisions.
 - b. What hindered their adoption?
 - c. How the cession of public lands by the States influenced the ratification of the Articles.
 - d. Weaknesses of this Constitution. (Read *Brief History*, pp. 203-204.)

C. DIFFICULTIES WITH WHICH THE NEW GOVERNMENT HAD TO CON- TEND.

1. Violations of the treaty between the United States and Great Britain.
 - a. England did not abandon all the forts. Where were some of these forts? Why did England retain them?
 - b. England took away slaves without remuneration.
 - c. England did not send a minister to the United States.

- #### D. OPENING OF THE WEST.

1. What constituted the "Public Domain" after the cession of the public lands?
 - a. Look up the Southwest and the Northwest Territories on a map.
 - b. What was the boundary line between the two? What States have been formed from each? (See Sparks, *Expansion*, Chap. XVI, pp. 113, 191; *Brief History*, p. 201.)
 - c. Jefferson's proposed Ordinance. (See Fiske, *Critical Period*, pp. 196-199; Hart, *Essentials*, p. 194; Thwaites, *George Rogers Clark*, p. 77.)
2. Migrations westward.
 - a. Causes of the movement.
 - b. Routes westward; the Ohio River route.
 - c. Land bounty to soldiers.
3. The Ordinance of 1787.
 - a. The "Ohio Company of Associates."
 - b. How the Ordinance was obtained from Congress.

6. What is meant by "Public Domain"? What are some of the ways in which the nation has disposed of the public lands?
7. What is a "constitution"? Have all countries a written constitution? What is the difference between a constitution and a law? Was the Ordinance of 1787 either?

References for Pupils:

- McMaster, *Brief History of the United States*, pp. 196-207.
McMaster, *School History of the United States*, pp. 155-170.
Eggleston, *New Century History of the United States*, pp. 189-196.
Scudder, *New History of the United States*, pp. 187-194.
Andrews, *New Manual of the Constitution*.
Ashley, *Government and the Citizen*, pp. 135-141.
Peterman, *Civil Government*.

For Teachers:

- Hart, *Essentials in American History*, pp. 189-218. (A very full yet concise treatment.)
Hinsdale, *American Government*, Chaps. V, VI.
Channing, *Students' History of the United States*, pp. 209-239.
Sparks, *Expansion of the American People*.
Hart, *Formation of the Union*, pp. 103-119.
Walker, *The Making of the Nation*, Chaps. I-IV.
Fiske, *The Critical Period of American History*.
McMaster, *History of the People of the United States*, Vol. I.
Hinsdale, *The Old Northwest*, pp. 188-254.
Schouler, *History of the United States*, Vol. I, Chap. I, Sec. I.
McLaughlin, *The Confederation and the Constitution*.

Sources:

- Caldwell and Persinger, *Source History*.
Hinsdale, *American Government* (Appendix).
Hart, *History by Contemporaries*, Vol. III, Parts III, IV.
Old South Leaflets, First Series, Vol. I, No. 2 (Articles of Confederation), No. 13 (Ordinance of 1787).
Hart and Channing, *American History Leaflets*, No. 16.
Macdonald, *Documents*, p. 6 (Articles of Confederation), p. 21 (Ordinance of 1787).
Preston, *Documents*, p. 240.

TOPIC II. OUR COUNTRY IN 1790; SOCIAL AND INDUSTRIAL CONDITIONS

A. EXTENT OF TERRITORY.

1. Note the boundaries of the United States.
2. What states have since been formed from the regions unsettled in 1790?
3. Westward movement of population; routes of travel.

B. FINANCIAL CONDITIONS.

C. LIFE IN COUNTRY AND CITY.

1. Lack of conveniences.
2. Country roads; means of transportation.
3. Taverns.

D. CULTURE AND EDUCATION—SCHOOLS, NEWSPAPERS, BOOKS, ETC.

E. INDUSTRIAL LIFE.

1. Various employments.
2. Slavery and its effects.
3. Importance of cotton and tobacco.

F. MANNERS AND CUSTOMS IN GENERAL.

References:

McMaster, *Brief History of the United States*, Chap. XVII.

McMaster, *School History of the United States*, Chap. XIV. (An excellent treatment.)

Scudder, *New History of the United States*, pp. 209-214.

Eggleston, *History of the United States*, Chaps. XXXIV-XXXV.

McMaster, *History of the People of the United States*, Vol. I. (Invaluable, especially for the teacher.)

Walker, *The Making of the Nation*, pp. 64-72.

Hart, *Essentials in American History*, Chap. XIV.

Hart, *Formation of the Union*, pp. 137-141.

Sparks, *Expansion of the American People*, Chaps. III-V.

Wright, *Industrial Evolution*, Chap. X.

TOPIC III. FOUNDING OF THE NEW GOVERNMENT; PERIOD OF SUPREMACY OF THE FEDERALISTS

A. ADMINISTRATIONS OF GEORGE WASHINGTON, 1789-1797.

1. Election and inauguration of the first President. (Read Schouler, *History of the United States*, Vol. I, pp. 84-90; McMaster, *People of the United States*, Vol. I.)

2. Organization of the new government.
 - a. The first Cabinet; number of Departments organized and names of appointees.
 - b. The Supreme Court.
 - c. The first meeting of Congress.
3. Financial difficulties to be overcome.
 - a. Foreign debts due to France, Holland, and Spain, \$11,700,000.
 - b. The domestic or home debt due to Americans, \$42,000,000.
 - c. State debts owed by the various States, \$21,500,000.
 - d. The question whether or not the nation should assume and pay the State debts. Why should they?
 - e. What is meant by "funding" all these debts? How was it done?
 - f. Condition of the currency.
 - (1) Lack of coin.
 - (2) Variety of coinage, English, Spanish, French.
 - (3) The United States Bank.
 - (4) Establishment of a mint.
4. How revenues were obtained to provide for these debts and pay running expenses of the government.
 - a. Duties on imported goods, or a "tariff."
 - b. Internal revenue or "excise" tax. Note the difference between the two kinds of revenue mentioned in a and b.
 - c. A "sinking fund." What is meant by it?
5. Alexander Hamilton and his work in bringing about these measures. (See Lodge, *Alexander Hamilton*.)
6. Foreign affairs.
 - a. Relations with Great Britain.
 - (1) Violations of the treaty of 1783 by both nations.
 - (2) The beginning of the French Revolution and the resulting war between England and France.
 - (3) How the people of the United States were divided in their sympathies; the Genet affair.

- (4) Washington's proclamation of neutrality. Teacher should read it and discuss it with the class. (See Macdonald, *Documents*, p. 112.)
- (5) Great Britain seizes our ships and impresses our seamen; preparations for war.
- (6) Jay's treaty and how it was received in America.
- b. Relations with Spain.
 - (1) The question of the navigation of the Mississippi.
 - (2) Boundary of West Florida settled. What started that dispute?
 - (3) Pinckney's treaty of 1795.
7. The Whisky Insurrection and how it illustrated the new power of the national government.
8. Trouble with the Indians.
 - a. The westward movement of population and beginning of settlements in the Northwest Territory.
 - b. The expedition of General Harmar.
 - c. The disastrous campaign of General St. Clair and how it affected Washington.
 - d. General Anthony Wayne's victory at Maumee and the treaty of Greenville.
9. Admission of new states and their geographical location and significance with respect to slavery.
10. The presidential election of 1796. Washington's Farewell Address and some of its important suggestions. Extracts should be read to the class by the teacher. (See Old South Leaflets, No. 4.)
11. Development of political parties during this period.

B. ADMINISTRATION OF JOHN ADAMS.

1. Adams's services to the nation.
 - a. His part in the Declaration of Independence.
 - b. Commissioner to England; treaty of 1783.
 - c. His personality and peculiarities; how they injured his work and the welfare of the Federalist party.

2. Our relations with France.
 - a. How Adams's election was regarded in France.
 - b. Treatment received by our envoys to France.
 - c. The "X Y Z" affair and how it affected the Americans; preparations for war.
 - d. A new treaty negotiated with France. What change in government had taken place in that country?
3. The Alien and Sedition Laws and their effect on political parties.
 - a. Give some of the provisions of each set of laws.
 - b. The Virginia and Kentucky Resolutions; the beginning of the doctrine of Nullification.
 - c. How these laws injured the Federalists.
4. Election of 1800.
 - a. Split in the Federalist party.
 - b. Candidates of each party.
 - c. Why the election was thrown into the House of Representatives.
 - d. How Jefferson was finally elected.

C. TOPICS FOR CLASS DISCUSSION.

1. What evidences of strife between different geographical sections have you noticed?
2. Was Washington justifiable in issuing the proclamation of neutrality in view of the treaty of 1778?
3. What is meant by "strict construction" and "loose construction" of the Constitution?
4. What trouble was likely to grow out of the doctrines laid down in the Kentucky and Virginia Resolutions? To what political condition would they necessarily bring any nation?
5. What do you consider to have been the most important results of the supremacy of the Federalists?
6. Who, in your estimation, was the greatest statesman of this period? Give reasons for your answer.

References for Pupils:

McMaster, *Brief History of the United States*, pp. 222-235.

McMaster, *School History of the United States*, pp. 197-215.

Eggleston, *New Century History of the United States*, pp. 199-215.
 Scudder, *New History of the United States*, pp. 202-208, 221-229.
 Eggleston, *Household History of the United States*, Chaps. XXXVI, XXXVII.

McMaster, *History of the People of the United States*, Vol. II.

Sparks, *The Men Who Made the Nation*, Chaps. V-VII.

Brooks, *Historic Americans*, pp. 86-129.

Herbert, *Washington: His Homes*.

See biographies of Washington cited under Topic V, Seventh Grade.

For Teachers:

Hart, *Essentials in American History*, Chaps. XV, XVI.

Walker, *The Making of the Nation*, Chaps. V-VIII.

Hart, *Formation of the Union*, pp. 137-175.

Channing, *Students' History of the United States*, Chap. VII.

Stanwood, *History of the Presidency*, Chaps. II-IV.

Elson, *Side Lights on American History*, Vol. I, Chaps. III, IV.

Foster, *A Century of American Diplomacy*, Chap. IV.

Bassett, *The Federalist System*.

Dewey, *Financial History of the United States*, Chap. IV.

Sources:

Caldwell and Persinger, *Source History of the United States*.

Macdonald, *Documents*, Nos. 6-23.

Old South Leaflets, First Series, Nos. 4, 10, 38, 74, 76.

Hart and Channing, *American History Leaflets*, No. 15.

Hart, *Source Book of American History*, No. 73.

Hart, *American History told by Contemporaries*, Vol. III, Part V.

Preston, *Documents*, pp. 277, 283, 295.

TOPIC IV. WESTWARD EXPANSION AND STRUGGLE FOR COMMERCIAL INDEPENDENCE; PERIOD OF THE SUPREMACY OF THE REPUBLICANS

A. ADMINISTRATIONS OF THOMAS JEFFERSON, 1801-1809.

1. Election of Jefferson.

a. The long contest in the House of Representatives.

b. Effect of the contest. (See amendment XII of the Constitution.)

2. Sketch of Jefferson and his public services. Contrast him with Burr, the Vice President.
3. Growth and expansion of the West.
 - a. Business developments, new industries.
 - b. The cotton gin and its effects. A good topic for special report.
 - c. The steamboat, special report.
 - d. The "New West." (Read accounts of Daniel Boone and other frontiersmen.)
 - e. Purchase of Louisiana, a special study.
 - (1) What nation explored and began to colonize this territory?
 - (2) What nation got possession of it after the French and Indian Wars?
 - (3) How did France get it back again?
 - (4) Why did the United States want any of the territory?
 - (5) How did it happen that we finally got it all?
 - (6) Why did France wish to sell it? Who was ruler of France at this time?
 - (7) Note the geographical boundaries of the province.
 - (8) How much did we pay for it?

Special References:

Brief History, pp. 241-245; Sparks, *Expansion*, Chaps. XV-XVII; Mowry, *Territorial Growth*, Chap. III; Drake, *The Making of the Great West*, pp. 171-214.

- f. Explorations of the West.
 - (1) Lewis and Clark's expedition. This is a good subject for a special report.
 - (2) Discoveries and adventures of Zebulon Pike.
4. Reforms in government.
 - a. State reforms.
 - b. Reforms in the national government.
5. Reflection of Jefferson.
6. The Burr-Hamilton duel.

7. The Burr conspiracy.
8. Beginnings of the struggle for commercial independence.
 - a. War with Tripoli.
 - b. War between England and France; how it affected our commerce.
 - (1) The Berlin and Milan Decrees.
 - (2) The British Orders in Council. See to it that pupils get a clear idea just what was the purpose of above edicts and how they damaged the United States.
 - c. Impressment of American seamen by the British.
 - d. The affair of the *Leopard* and the *Chesapeake*.
 - e. How the United States tried to retaliate on England.
 - (1) The Long Embargo.
 - (2) The Non-intercourse Act.

B. ADMINISTRATIONS OF JAMES MADISON, 1809-1817.

1. Sketch of Madison's public life; his work in establishing the Constitution.
2. Relations between the United States and Great Britain.
 - a. The Erskine treaty.
 - b. Macon Bill No. 2 and its results.
 - c. Affair of the *Little Belt* and the *President*. (Read *School History*, p. 230.)
 - d. Influence of new men, particularly Clay and Calhoun.
 - e. Declaration of war against Great Britain, June, 1812.

What war was going on in Europe at this time?
3. Trouble with western Indians; battle of Tippecanoe and victory gained by General William Henry Harrison.
4. Madison reelected.
5. The War of 1812. See suggestions in regard to the study of the Revolutionary War. Very few movements or incidents of the War of 1812 need be studied in detail. Study all the movements in connection with the geography of the country.
 - a. The war along the Canadian frontier in 1812.
 - (1) Three armies and their objective points.
 - (2) Hull's invasion of Canada and surrender of Detroit.

- (3) American defeat at Queenstown (near Niagara).
- (4) Fate of the eastern expedition.
- b. Along the Canadian frontier, 1813.
 - (1) Massacre of Americans at Frenchtown.
 - (2) Defense of Fort Meigs by General Harrison.
 - (3) Heroic defense of Fort Stephenson by Major George Croghan.
 - (4) Perry's great victory on Lake Erie and its effects on the war. (Read James G. Percival's poem, "Perry's Victory" in Persons, *Our Country*.)
 - (5) Battle of the Thames; death of Tecumseh, the Indian leader at Tippecanoe.
 - (6) Destruction of York (Toronto) by the Americans.
- c. On the frontier of Canada, 1814.
 - (1) Capture of Fort Erie.
 - (2) Victory of Lundy's Lane and Chippewa.
 - (3) Americans finally driven from Canada.
 - (4) Repulse of the British at Plattsburg Bay on Lake Champlain.
- d. Fighting along the Atlantic coast.
 - (1) Blockade of the coast.
 - (2) Washington captured and public buildings burned, 1814.
 - (3) Attack on Baltimore; bombardment of Fort McHenry; writing of "The Star-spangled Banner," 1814.
 - (4) General Jackson's great victory at New Orleans, January 8, 1815.
- e. War on the ocean.
 - (1) Contrast between the American and British navies.
 - (2) The fight between the *Constitution* (Old Ironsides) and the *Guerrière*. (Read Holmes's "Old Ironsides," in Persons, *Our Country*.)

- (3) The fight between the *United States* and the *Macedonia*.
- (4) The *Wasp* and the *Frolic*.
- (5) The *Hornet* and the *Peacock*.
- (6) The *Enterprise* and the *Boxer*.
- (7) The *Chesapeake* and the *Shannon*.

f. Terms of the treaty of peace.

g. How the sentiment in the United States was divided.
Why New England opposed the war. The Hartford Convention.

h. General results of the war.

C. TOPICS FOR CLASS DISCUSSION.

1. Contrast Washington and Jefferson and show that they represented different political and social ideals.
2. What was actually the most influential cause of the purchase of Louisiana? To what section of the country was it of the most importance?
3. Why do we call this period the "Struggle for Commercial Independence"?
4. Would it have been a good idea for the United States to have formed an alliance with Great Britain against France and thus have prevented the War of 1812?
5. How do you account for the splendid victories of the Americans on the ocean? How do they compare with the battles on land?
6. How was the war of any benefit to the United States since the treaty did not seem to settle any of the important matters in dispute?

References for Pupils:

McMaster, *Brief History of the United States*, pp. 234-263.

McMaster, *School History of the United States*, pp. 215-240.

Eggleston, *New Century History of the United States*, Chaps. XXXII-XXXVI.

Scudder, *New History of the United States*, pp. 230-252.

Baldwin, *The Conquest of the Old Northwest*, pp. 217-229. (Tecumseh and Tippecanoe.)

Kingsley, *Story of Lewis and Clark*.

McMaster, *History of the People of the United States*, Vols. III, IV.

Bolton, *Famous American Statesmen*, pp. 1-132.

Brooks, *Historic Americans*, Chaps. VIII-XIII.

Eggleston, *History of the United States and Its People*, Chaps. XXXVIII-XLIII.

Sparks, *Expansion of the American People*, Chaps. XVI, XVII.

Mowry, *Territorial Growth*.

Merwin, *Thomas Jefferson*.

Drake, *The Making of the Great West*, pp. 162-211.

Lighton, *Lewis and Clark*.

Thwaites, *Daniel Boone*.

For Teachers:

Hart, *Essentials in American History*, Chap. XVII.

Hart, *Formation of the Union*, pp. 155-222.

Channing, *Students' History of the United States*, pp. 295-345.

Walker, *The Making of the Nation*, Chaps. IX-XIII.

Roosevelt, *Winning of the West*, Vol. IV.

Foster, *A Century of Diplomacy*, Chaps. VI, VII.

McCaleb, *The Aaron Burr Conspiracy*. Gives also a good account of westward expansion.

Elson, *Side Lights*, Vol. I, Chap. V (Fulton), Chap. VI (Lewis and Clark).

Babcock, *The Rise of American Nationality*.

Brooks, *The First Across the Continent* (Lewis and Clark).

Roosevelt, *The Naval War of 1812*.

Burgess, *The Middle Period*, Chap. I.

Walker, *The Making of the Nation*, pp. 168-273.

Curtis, *The True Thomas Jefferson*.

Channing, *The Jeffersonian System*.

Schouler, *History of the United States*, Vol. II.

TOPIC V. INDUSTRIAL AND SOCIAL DEVELOPMENT FROM 1790 TO 1815

A. RISE OF THE WEST.

i. Routes and modes of travel westward.

a. The Erie Canal.

b. Turnpikes.

c. Steamboats.

2. Territory settled between the Appalachian Mountains and the Mississippi River.
3. Territories organized and new states admitted. Note the location north and south of Mason and Dixon's line and the Ohio River.
4. Political importance of the growing West.

B. DEVELOPMENT OF INDUSTRIES.

1. Effect of the War of 1812 on manufacturing and commerce.
2. Growth of protective tariff sentiment.
3. Products of the various sections, North, South, and West.
 - a. Manufacturing in New England.
 - b. Cotton beginning to be "King" in the South; importance of slavery.
 - c. The West mainly agricultural and grazing, producing "raw materials."
 - d. The Middle States diversified, combining mining, manufacturing, and agriculture.

C. BANKING AND FINANCES.

1. Recall the history of Hamilton's Bank of the United States.
2. Expiration of its charter; why there was opposition to renewing it.
3. Establishment of many state banks and the effect on money matters.
4. Revival of the United States Bank in 1816.

D. SOCIAL LIFE AND CUSTOMS; CONTRASTS BETWEEN VARIOUS SECTIONS.

References:

- McMaster, *Brief History of the United States*, Chap. XXI.
McMaster, *School History of the United States*, Chaps. XIX, XXI, XXII.
Eggleston, *New Century History of the United States*, Chap. XXVIII.
Hart, *Essentials in American History*, pp. 289-301.
Scudder, *New History of the United States*, pp. 269-276.
Hart, *How Our Grandfathers Lived* (Source Reader No. 3).

- Sutcliffe, *Robert Fulton and the Clermont*.
 McMaster, *History of the People of the United States*, Vol. IV.
 Sparks, *Expansion*, pp. 88-270.
 Drake, *The Making of the Great West*, pp. 153-168, 198-214.
 Taussig, *Tariff History of the United States*, pp. 1-108.
 Drake, *The Making of the Ohio Valley States*, pp. 93-255.
 Hubert, *Men of Achievement Inventors*, Chaps. II, III.
 Elson, *Side Lights on American History*, Vol. I, Chap. V (Fulton).
 Coman, *Industrial History of the United States*, pp. 129-216.
 Wright, *Industrial Evolution*, Chaps. X, XI.
 Roosevelt, *Winning of the West*, Vols. III, IV.
 Hinsdale, *The Old Northwest*, Chaps. XVI, XVII.
 Dewey, *Financial History of the United States*, Chaps. VI, VII.
 Semple, *American History and Its Geographical Conditions*, Chaps. IX-XIII.

TOPIC VI. PERIOD OF INDUSTRIAL AND POLITICAL REORGANIZATION; THE ERA OF GOOD FEELING

A. MONROE'S ADMINISTRATIONS, 1817-1825.

1. Election of Monroe; beginning of "Era of Good Feeling" and why it was brought about.
2. Commercial and financial affairs.
 - a. Period of speculation after the war.
 - b. Lack of uniform currency. How did this disturb business?
 - c. Competition of English goods after the war.
 - d. Protective tariffs.
 - e. The panic of 1819-1820, the first panic in the history of the United States.
3. The purchase of the Floridas. (*Brief History*, p. 276.)
 - a. Dispute between Spain and the United States concerning boundary of West Florida. What started this dispute?
 - b. Jackson's raids into Florida and the results.
 - c. Why the United States wanted the Floridas.
 - d. Purchase of the Floridas, 1819.

4. The Missouri Compromise.
 - a. Importance of slavery to the South.
 - b. Why slavery became more important to the South and gradually disappeared from the North. Was it because the Northern people thought it was wrong? (See Fiske, *Critical Period*, pp. 71-76; Channing, *Students' History*, pp. 227, 269.)
 - c. The question of admission of Maine and Missouri to counterbalance each other.
 - d. The exact provisions of the Compromise.
 - e. Effects of the discussion on the country.
 5. The Monroe Doctrine.
 - a. Revolution of Spanish-American states.
 - b. Why the United States was friendly to them and quickly acknowledged their independence.
 - c. The "Holy Alliance" of certain nations of Europe and what this "Alliance" stood for.
 - d. Spain applies to the Holy Alliance for help to reconquer her revolted colonies.
 - e. Attitude of England on the question.
 - f. Monroe's famous message of 1823 and its "Monroe Doctrine." Get at least *three* clear-cut provisions of this Doctrine.
 - g. Effects of this message.
 6. The Russian treaty of 1824, one of the effects of the Monroe Doctrine.
 7. Lafayette's visit to the United States. A good topic for a special report. (See Burton, *Story of Lafayette*; Elson, *Side Lights*, Vol. I, Chap. X; Schouler, Vol. III, p. 316.)
 8. Election of 1824; contest in the House of Representatives between friends of Jackson, Adams, and Clay.
- B. ADMINISTRATION OF JOHN QUINCY ADAMS, 1825-1829.**
1. Personal characteristics and public services of John Quincy Adams. How did he resemble his father?
 2. Beginnings of new political parties.
 - a. Disappearance of the old Federalist party.
 - b. Change in front of the Republican party of Jefferson.

- c. Beginning of a new "Democratic" party of Jackson and the "Whig" party.
- d. New subjects of dispute between parties.
 - (1) Protective tariff.
 - (2) Internal improvements.
 - (3) Slavery.
 - (4) United States Bank.
- 3. The "Tariff of Abominations" of 1828 and its effects on the presidential election.
- 4. The first Pan-American Congress. What does this phrase mean? Do you know when the last one was held?
- 5. Presidential election of 1828; triumphant election of Jackson.

C. TOPICS FOR CLASS DISCUSSION.

- 1. Of what value would Florida have been to the United States in case of war with a foreign nation?
- 2. Was General Jackson justifiable in his invasion of Florida and his actions there?
- 3. Can you give some reasons for calling this a period of readjustment?
- 4. What do you really understand by the Monroe Doctrine? Give an illustration of how it might be applied at the present time.
- 5. Does the national government now make appropriations to aid "internal improvements"? Give an example.
- 6. What is the difference between a *tariff for revenue* and a *tariff for protection*? Which seems to you the more desirable for your section of the country?
- 7. Has the United States a *right* to prevent Germany from establishing a colony in South America?
- 8. What political subjects of that time are still discussed by political parties? Which have disappeared?

References for Pupils:

McMaster, *Brief History of the United States*, pp. 271-287.

McMaster, *School History of the United States*, pp. 259-265.

Eggleston, *New Century History of the United States*, Chap. XXXVII.

Scudder, *New History of the United States*, pp. 261-287.

Burton, *Story of Lafayette*.

McMaster, *History of the People of the United States*, Vol. IV.

Brooks, *Historic Americans*, pp. 188-217.

Sparks, *Expansion*, Chap. XVIII.

Mowry, *Territorial Growth*, Chap. IV.

Johnston, *American Politics*, pp. 89-108.

For Teachers:

Hart, *Essentials in American History*, pp. 298-315.

Hart, *Formation of the Union*, pp. 220-262.

Channing, *Students' History of the United States*, pp. 349-374.

Turner, *Rise of the New West*.

Schouler, *History of the United States*, Vol. III.

McMaster, *With the Fathers*, pp. 1-54. (Monroe Doctrine.)

Elson, *Side Lights on American History*, Vol. I, Chaps. VIII-X.

Burgess, *The Middle Period*, Chaps. I-VI.

Rhodes, *History of the United States from the Compromise of 1850*,
Chap. I (Growth of Slavery).

Wilson, *Division and Reunion*, to p. 115.

Foster, *Diplomacy*, Chaps. VII, XII.

Dewey, *Financial History*, Chaps. VII, VIII.

Taussig, *Tariff History*, pp. 68-102.

Sources:

Caldwell and Persinger, *Source History*.

Hart, *American History told by Contemporaries*, Vol. III, Part VII.

Hart, *Source Book of American History*, No. 91.

Hart and Channing, *American History Leaflets*, No. 4.

Old South Leaflets, First Series, No. 56 (Monroe Doctrine).

Macdonald, *Documents*, Nos. 34, 35-41.

Johnston, *American Orations*, Vol. I.

TOPIC VII. THE NEW DEMOCRACY; NEW PARTIES AND NEW
POLITICAL QUESTIONS

A. THE "JACKSONIAN EPOCH," 1829-1837.

1. Growing confidence of the people at large in their political power and ability.
2. General Jackson, the "People's Idol"; how he represented this new idea of democracy.

3. Jackson's inauguration.
4. The "Spoils System." What has now taken its place? Show how the new plan operates in your own locality.
5. States' Rights and Nullification.
 - a. Dissatisfaction of the South, especially South Carolina, with the high, protective tariff.
 - b. The southern idea as set forth by John C. Calhoun. (For this "exposition," see Johnston, *American Orations*, Vol. I, p. 321.)
 - c. The great debate on States' Rights and Nationalism between Webster and Hayne. Read to the class extracts from Webster's speech, particularly the peroration. (See Johnston, *Orations*, Vol. I, pp. 233-302; Bryan, *World's Famous Orators*, Vol. IX, No. II.)
 - d. The new tariff law of 1832; objections to it in the South.
 - e. The "Ordinance of Nullification" passed by South Carolina.
 - f. Jackson's views on Nullification; "The Union, it must be preserved!"
 - g. The compromise tariff of 1833 and the Force Bill.
 - h. South Carolina repeals the Ordinance.
 - i. Effect of the whole controversy on the country.

Teachers should endeavor to make clear to the pupils the two opposite doctrines of States' Rights and Nationalism as developed during this controversy. This is much more important than the details of the various tariff laws.

6. Reflection of Jackson, 1832.
 - a. The Anti-Masonic party.
 - b. The first national nominating convention held in 1831.
7. Jackson's financial policies and his war on the United States Bank.
 - a. Brief review of the history of the bank.
 - b. Jackson's reasons for opposing it.
 - (1) Too much financial power in the hands of a few rich men.

- (2) Danger of officers of the bank meddling in politics.
- (3) Unconstitutionality of the bank.
- c. Veto of the charter.
- d. Removal of deposits; first appearance in history of Roger B. Taney. What did this "removal" really mean?
- e. Resolutions of censure adopted by the Senate and Senator Benton's "expunging" resolution.
- f. Distribution of surplus revenue among the States causes an era of speculation.
- g. Jackson's celebrated specie circular and its effects. What is specie? Where did Jackson get the legal right to issue such an order?
- h. The national debt wiped out.
- 8. Antislavery movements.
 - a. Formation of new antislavery societies.
 - b. Documents opposing slavery excluded from the mails.
 - c. Abolitionists mobbed in the North.
 - d. John Quincy Adams' battle for the right of petition and opposition to the gag law.
- 9. The campaign of 1836, election of Van Buren.

B. ADMINISTRATION OF MARTIN VAN BUREN, 1837-1841.

- 1. The panic of 1837, causes and effects.
- 2. The "independent treasury" system.
- 3. Political discontent; growth of the Whig party.
- 4. Trouble with Canada; the Carolina affair.
- 5. The "Log Cabin" presidential campaign of 1840. (Read McMaster, *History of the People of the United States*, Vol. VI, pp. 550-588.)

C. THE HARRISON-TYLER ADMINISTRATION, 1841-1845.

- 1. Sketch of General Harrison; his death soon after inauguration.
- 2. Who was Tyler and why was he selected by the Whig party as Vice President?

3. Quarrel between Tyler and the Whig leaders.
 - a. Veto of bank bill.
 - b. Disagreement on tariff measures.
 - c. Resignations of his cabinet.
4. The Webster-Ashburton treaty; settlement of the northeastern boundary of the United States and other disputes.
5. Question of the annexation of Texas, how it affected the presidential election of 1844. The details of the Texas matter should be left for discussion in connection with the opening of the next main topic, viz. "Territorial Expansion and Extension of Slavery."
6. The Dorr Rebellion and its significance. (See *Brief History*, p. 312; *New Century History*, p. 270; Hart, *Essentials*, p. 354.)

D. TOPICS FOR CLASS DISCUSSION.

1. What do you understand by the "New Democracy" of this period?
2. Is there anything to be said in defense of the spoils system? In what way is the civil service a great improvement?
3. Whom do you consider to have been the greatest statesman of this period? Why do you think so?
4. What connection was there between slavery and the annexation of Texas?
5. What change was gradually coming over the spirit of the North in regard to slavery?
6. Which was the new Whig party more like, the old Federalists or the old Republicans?
7. What is meant by the government's maintaining a "specie basis" for the currency?
8. What was meant by the expression, "Fifty-four-forty or fight" as used in the campaign of 1844?
9. What is your opinion of Jackson as a man and as a statesman?
10. What Presidents thus far have been elected largely because of their war records?
11. What resemblance do you notice between Jackson and Harrison as typical Americans of the time?

References for Pupils:

- McMaster, *Brief History of the United States*, Chap. XXIII.
McMaster, *School History of the United States*, pp. 300-317.
Eggleston, *New Century History of the United States*, pp. 262-271.
Scudder, *New History of the United States*, pp. 288-303.
Johnston, *American Politics*, pp. 109-139.
Hapgood, *Daniel Webster*.
Elson, *Side Lights on American History*, Vol. I, Chap. XII (Log Cabin campaign).
Bolton, *Famous American Statesmen*, pp. 133-267.
Sparks, *The Men Who Made the Nation*, Chaps. VIII-X.
Brooks, *Men of Achievement*, Statesmen, Chaps. I-III.
Brown, *Andrew Jackson*.
Elliott, *Sam Houston*.

For Teachers:

- Hart, *Essentials in American History*, pp. 316-359.
Burgess, *The Middle Period*, Chaps. VIII-XII.
MacDonald, *Jacksonian Democracy*.
Hart, *Slavery and Abolition*.
Wilson, *Division and Reunion*, pp. 2-115.
Stanwood, *History of the Presidency*, Chaps. XII-XVI.
Taussig, *Tariff History*, pp. 102-115.
Dewey, *Financial History*, Chaps. IX, X.
Schouler, *History of the United States*, Vol. IV.
Peck, *The Jacksonian Epoch*.
Lodge, *Daniel Webster*.
Sumner, *Andrew Jackson*.
Bruce, *Life of General Houston*.

Sources:

- Johnston, *American Orations*, Vol. I.
Bryan, *The World's Famous Orations*, Vol. IX, pp. 3-23.
Macdonald, *Documents*, Nos. 44-68.
Caldwell and Persinger, *Source History*.
Hart and Channing, *American History Leaflets*, Nos. 10, 24, 30.
Old South Leaflets, First Series, Nos. 78-81, 106.

Hart, *Source Book of American History*, Nos. 94-101.

Hart, *American History told by Contemporaries*, Vol. III, Part VIII.
Messages and documents of the Presidents.

TOPIC VIII. PROGRESS OF THE COUNTRY FROM 1820 TO 1840

A. POPULATION AND TERRITORY.

1. Increase in population.
2. Foreign immigration.
3. Movement of population westward.
4. States admitted and territories organized.
5. Note what portion of the West was settling up the most rapidly.
6. Disposition of the public lands.
7. The Indian question.
8. Explorations of the West; overland routes.

B. TRANSPORTATION AND COMMUNICATION.

1. The era of canal building.
2. Overland highways.
3. Early railroads.
4. Mail transportation.
5. Beginnings of express companies.

C. GROWTH OF MANUFACTURING; BEGINNINGS OF THE FACTORY SYSTEM.

1. Mechanical inventions.
2. Agricultural machinery introduced; beginnings of great factories.
3. The labor question; strikes and trade unions.

D. REFORM MOVEMENTS.

1. Antislavery societies.
2. The Owenite Communities.
3. Origin of Mormonism.
4. Anti-rent wars in New York.

E. EDUCATION; LITERARY PROGRESS; BOOKS AND NEWSPAPERS.

References:

McMaster, *Brief History of the United States*, Chap. XXIV.

McMaster, *School History of the United States*, pp. 279-292.

Eggleston, *New Century History of the United States*, Chaps. XXXVIII, XLIII.

McMaster, *History of the People of the United States*, Vols. V, VI.

Hart, *Essentials in American History*, pp. 323-329, 332-334 and especially Chap. XXII.

Sparks, *Expansion of the American People*, Chaps. XX-XXIV.

Wright, *Industrial Evolution*, Chap. XI.

Clarke and others, *The American Railway*.

Wilson, *Division and Reunion*, Chap. I, pp. 102-112.

TOPIC IX. TERRITORIAL EXPANSION AND EXTENSION OF SLAVERY

A. POLK'S ADMINISTRATION, 1845-1849.

1. The principal planks of the platform on which Polk was elected.
Which was the real, sincere issue?
2. The settlement of the Oregon Question.
 - a. Review the history of the Oregon territory.
 - b. Look up on the map the extent of territory between the forty-ninth parallel and the parallel of fifty-four-forty.
What province now occupies this territory?
 - c. How did the line of fifty-four-forty originate? See Russian treaty of 1824.
 - d. How had the Oregon country been occupied since 1818?
 - e. What stirred up the United States to active measures to secure the territory? Look up the story of Marcus Whitman and the migration of Americans to the valley of the Columbia. (See Schafer, *History of the Pacific Northwest*, pp. 137-195, or Mowry, *Marcus Whitman*.)
 - f. Terms of the treaty of 1846.
3. The Mexican War.
 - a. The annexation of Texas and disputes with Mexico which followed. Read the story of the war of the Texans with Mexico before the annexation, especially the account of the siege of the Alamo and the battle of San Jacinto. (See Bruce, *Life of General Houston*.)
 - b. How the war began; Taylor's occupation of the disputed territory.

- c. Battles of Palo Alto and Resaca de la Palma.
 - d. Capture of Monterey (Mexico). (Read Hoffman's "Monterey," in Persons, *Our Country*.)
 - e. Advance of Taylor; battle of Buena Vista. (Read Whittier's "The Angels of Buena Vista.")
 - f. Conquest of New Mexico and California.
 - (1) Commodore Jones' premature capture of Monterey, California.
 - (2) Kearney's march across the continent from Missouri to California, taking possession of New Mexico on the way.
 - (3) The "Bear Flag" episode; Fremont assists the Americans.
 - (4) Commodore Sloat takes permanent possession of Monterey, the capital of California, July 7, 1846.
 - (5) Stockton and Fremont at San Diego.
 - (6) Kearney's disastrous fight at San Pasqual, San Diego County.
 - (7) Revolt of the Californians at Los Angeles.
 - g. Campaign of General Winfield Scott in Mexico.
 - (1) Capture of Vera Cruz.
 - (2) Battles of Cerro Gordo and Jalapa.
 - (3) Scott's long wait at Puebla.
 - (4) Victory at Contreras and storming of Churubusco.
 - (5) Victory of Molino del Rey.
 - (6) Storming of heights of Chapultepec and triumphal entry into Mexico, September 14, 1847.
 - h. Terms of the treaty of peace, the treaty of Guadalupe-Hidalgo. What territory was acquired? Notice how it lies with respect to the Missouri compromise line of 1820.
4. How this acquisition of territory affected the slavery question.
- a. The Wilmot Proviso and the discussion it produced.
 - b. Should the new territory be slave or free?
 - c. How it affected the presidential campaign of 1848.
5. The tariff of 1846.

B. THE TAYLOR-FILLMORE ADMINISTRATION, 1849-1853

1. The presidential campaign of 1848; causes of Taylor's great popularity.
2. Question of the admission of California and the Compromise Act of 1850.
 - a. Discovery of gold in California and rapid increase of population. A good theme for a special report. (See books on California in reference list at close of topic. See *Brief History*, pp. 324, 325.)
 - b. Why Congress delayed the admission of California.
 - c. California establishes a state government on her own responsibility.
 - d. How the number of slave and free states balanced at this time.
 - e. Clay proposes a compromise.
 - f. The five provisions of the "Omnibus Bill" as it was finally adopted.
 - g. Temporary effect of the compromise on the country.
3. Death of President Taylor; succeeded by Fillmore.
4. Enforcement of the fugitive slave law and effect on the North.
5. Publication of *Uncle Tom's Cabin* and its effects.
6. The presidential campaign of 1852. (See *Brief History*, p. 332.)

C. PIERCE'S ADMINISTRATION, 1853-1857.

1. Growth of abolition sentiment in the North; work of Wendell Phillips, William Lloyd Garrison, and others.
2. Growth of proslavery sentiment in the South illustrated by filibustering expeditions and the "Ostend Manifesto." Note that the natural tendency towards expansion and acquisition of territory on the part of the whole American people had much to do with these movements.
3. The Kansas-Nebraska Act.
 - a. Look up the unorganized territory of the Louisiana purchase.
 - b. What law applied to slavery in this region?
 - c. Stephen A. Douglas's Kansas-Nebraska bill. Why was it called by the double title?

- d.* Provisions of the bill.
 - e.* Debate in Congress over the bill. Note the men who were prominent in the debate — Douglas, Chase, Seward, Sumner, etc.
 - f.* Effect of the passage of the bill on the North; formation of a new Republican party in Michigan, 1854.
 - 4. The struggle for Kansas.
 - a.* The rush to the new territory of Kansas from the North and the South.
 - (1) The New England Emigrant Aid Society.
 - (2) Towns founded by the two parties.
 - (3) Difference in purpose of immigrants — those from the North permanent, from the South largely temporary.
 - b.* How elections were carried at first and Kansas was declared to be a slave territory.
 - c.* The Topeka free-state constitution.
 - d.* Attitude of the National government towards the two parties.
 - e.* The border war in Kansas.
 - 5. Effect of the agitation of the slavery question
 - a.* Personal liberty laws in the North.
 - b.* The "Underground Railroad."
 - c.* Strife in Congress; Brooks's attack on Sumner.
 - d.* Breaking up of old parties.
 - 6. Campaign of 1856.
 - a.* The new Republican party and its candidate.
 - b.* What the new party actually stood for.
 - c.* The Know-Nothing party.
 - d.* The Democratic party and its candidate for the presidency.
- D. BUCHANAN'S ADMINISTRATION, 1857-1861.
- 1. Public life of James Buchanan.
 - 2. The slavery question.
 - a.* The Dred Scott decision and its effects on the country. Note exactly what part of this decision so aroused

the antislavery people. Where have we heard of Chief Justice Taney before?

b. Continuation of the struggle for Kansas.

(1) The Le Compton Constitution and how it was adopted. This should be made clear to pupils, for upon this question the Democratic party divided and the election of Lincoln was made possible, thus determining the whole course of history at that critical time.

(2) The debate in Congress on the question of the admission of Kansas under the Le Compton Constitution.

(3) Douglas's attitude in this matter; how it affected his future career.

3. The Lincoln-Douglas debates and the effect on Lincoln's career.

4. John Brown's raid on Harper's Ferry and its effects on the North and the South. (Read Whittier's "Brown of Ossawatimie" or Stedman's "How Old John Brown Took Harper's Ferry," in *Poems of Patriotism*, p. 116.) Both of these represent the emotional view. No rational excuse can be offered for this foolish enterprise. The most sensible explanation of the affair is that the old man had become somewhat insane on the question of abolition. He died like a martyr, as many other primitive reformers have done before. We should not permit ourselves to imitate him by becoming hysterical. He was an extreme type on one side, that was all.

5. Foreign affairs; Perry's expedition to Japan.

6. Presidential campaign of 1860.

a. The Republican party, its platform and its candidate for President.

b. The split in the Democratic party; two candidates nominated.

c. The Constitutional Union party and its candidate.

d. How the votes were distributed.

7. Effect of the election of Lincoln. (See *Brief History*, pp. 351-355.)

a. Secession of South Carolina, December 20, 1860, followed by that of six other states.

- b. Attitude of Buchanan towards secession; his theory of "no coercion."
- c. Efforts to compromise.
- d. Organization of the "Confederate States of America" at Montgomery, Alabama, February 4, 1861. (See *Brief History*, p. 351.)

E. TOPICS FOR CLASS DISCUSSION.

1. What opinion have you formed of the justice of the Mexican War?
2. How did the method by which California got into the Union differ from the ordinary method? Did any other State have a similar experience?
3. Can you see how the compromise of 1850 might be said to have repealed the Missouri Compromise?
4. What other motive did the South have for the acquisition of territory besides the extension of slavery?
5. In what respects were the free-state people in Kansas to blame for the state of affairs?
6. Name four or five events that may be called the important steps leading to the Civil War.
7. Show that Abraham Lincoln and James Buchanan represented different types of men, different social and political classes of thinkers, and different sections of the country.
8. Show that the decision in the Dred Scott case really is entirely reasonable when applied to any *slave*.
9. Can you understand why Webster shifted his political position in these later days?
10. Give a few arguments for and against "Popular Sovereignty." Give an illustration of this doctrine from the history of New England.
11. State your understanding of Lincoln's views at this time on the question of slavery. Note, as the history proceeds, how his views grew stronger and more practical as the war progressed.
12. What difference in the mode of nominating candidates for the presidency was there between the Republicans and Demo-

crats that led to the split in the Democratic convention?
What effect did it have on the election?

13. Make two lists of States admitted to the Union from 1790 to 1860, the one showing the States north of Mason and Dixon's line, the other, those south of that line. What is the significance of these lists?
14. What illustrations of the doctrine of nullification and secession had occurred in the United States before this time?

References for Pupils:

- McMaster, *Brief History of the United States*, pp. 318-339.
 McMaster, *School History of the United States*, Chaps. XXIV-XXV.
 Eggleston, *New Century History of the United States*, pp. 274-289, 294-307.
 Scudder, *New History of the United States*, pp. 301-323, 338-353.
 Eggleston, *History of the United States*, Chaps. XLVII-L.
 Sparks, *Expansion of the American People*, pp. 301-351.
 Sparks, *The Men Who Made the Nation*, Chaps. XI-XII.
 Bolton, *Famous American Statesmen*, pp. 268-306.
 Haaren and Poland, *Famous Men of Modern Times*, pp. 316-325.
 (Abraham Lincoln.)
 Brooks, *Historic Americans*, Nos. XVIII, XX-XXIII.
 Chesnutt, *Frederick Douglass*.

For Teachers:

- Hart, *Essentials in American History*, pp. 359-410. (A very good treatment.)
 Channing, *Students' History of the United States*, Chaps. XI, XII.
 Schouler, *History of the United States*, Vol. V.
 Wilson, *Division and Reunion*, pp. 117-193.
 Garrison, *Westward Expansion*.
 Chadwick, *Causes of the Civil War*.
 Smith, *Politics and Slavery*.
 Rhodes, *History of the United States*, Vols. I, II.
 Burgess, *The Middle Period*, from Chap. XII to end of volume.
 (This is a very satisfactory treatment in small space.)
 Mowry, *Territorial Growth*, pp. 85-163.
 Ladd, *War with Mexico*.

Spring, *Kansas*.

Royce, *California*.

Taussig, *Tariff History*, pp. 109-154.

Stanwood, *History of the Presidency*, Chaps. XVII-XX.

Dewey, *Financial History of the United States*, Chap. XI.

Foster, *A Century of Diplomacy*, Chap. IX.

Powell, *Nullification and Secession in the United States*.

Davis, *Charles Sumner*.

Linn, *Horace Greeley*.

Hapgood, *Abraham Lincoln*.

Persons, *Our Country*.

Schafer, *History of the Pacific Northwest*.

Mowry, *Marcus Whitman*.

Matthews, *Poems of American Patriotism*.

Sources:

Johnston, *American Orations*, Vols. II, III.

Bryan (Editor), *The World's Famous Orations*, Vol. IX.

Hart, *Source Book on American History*, Chaps. XVI, XVII.

Hart, *American History told by Contemporaries*, Vol. IV, Parts II, III.

Macdonald, *Documents*, Nos. 72-97.

Hart and Channing, *American History Leaflets*, Nos. 2, 10, 12, 17, 18, 23, 26.

Old South Leaflets, Nos. 82-85.

Caldwell and Persinger, *Source History*.

Messages and documents of the Presidents.

TOPIC X. SOCIAL AND INDUSTRIAL CONDITIONS, 1840-1860

A. POPULATION AND ITS DISTRIBUTION.

1. Foreign immigration, its nationality and distribution. Note that very few foreigners located in the South. Why?
2. Admission of new states and formation of territories; balance between the North and the South.
3. Relative population of the free and the slave states; the number of slaves.
4. City and country population.

B. EDUCATION AND CULTURE.

1. Schools and colleges.
2. Books and literature.

C. INDUSTRIES.

1. Development of the "factory system" in the North. What is meant by the "factory system"?
2. Contrast between the North and the South in occupations. What effect did this have upon the people? Why were there no factories in the South?
3. Inventions and improvements in machinery.
 - a. The telegraph and the Atlantic cable. This is a good subject for a special report.
 - b. The sewing machine.
 - c. Harvesting machines. A biography of Cyrus McCormack is good reading for a boy.
 - d. The rubber industry.
 - e. Other inventions and discoveries.
4. Transportation.
 - a. Proposed Pacific railroads.
 - b. Railroad development in the East. Note that most of the railroads were in the North, and that the trunk lines extended mainly east and west instead of north and south. What effect did this have? (See *School History*, p. 384; *Brief History*, pp. 331, 353.)
 - c. Steamship service.
 - d. Postage, express companies, etc.
5. What was the effect of slavery on the industrial development of the South?

References for Pupils:

- McMaster, *Brief History of the United States*, Chap. XXVII.
McMaster, *School History of the United States*, Chap. XXVI.
Eggleston, *New Century History of the United States*, Chap. XLIII.
Scudder, *New History of the United States*, Chap. XIX.
Wright, *Industrial Evolution*, pp. 143-158.
Eggleston, *History of the United States*, Chap. XLVI.

- Sparks, *Expansion of the American People*, Chap. XXX.
McMaster, *History of the People of the United States*, Vol. VI.
Mowry, *Territorial Growth*, Chaps. V-VII.
Hubert, *Men of Achievement*, pp. 99-177.

For Teachers:

- Hart, *Essentials in American History*, Chap. XXVII.
Clarke and others, *The American Railway*.
Wilson, *Division and Reunion*.
Dewey, *Financial History of the United States*, Chap. XI.
Coman, *Industrial History of the United States*, Chaps. VII, VIII.
Garrison, *Westward Expansion*.
Semple, *American History and Geographic Conditions*, Chaps. XIV, XVII.
Brigham, *Geographic Influences in American History*, Chap. VI.

TOPIC XI. LINCOLN'S ADMINISTRATION AND THE CIVIL WAR

A. THE CALM BEFORE THE STORM.

1. Lincoln's inauguration. Read some extracts from his first inaugural address. What seemed to be his attitude? (See Hart and Channing, *American History Leaflets*, No. 18.)
2. Efforts to compromise fail.
3. Lincoln's cabinet.
4. The seizure of Federal property by the southern states.
5. The policy of the new administration.

B. THE CIVIL WAR.

Teachers and pupils should always call things by their proper names. The seceding states organized the "Confederate States of America," hence the soldiers of the South should be called the "Confederates." The North remained in the original Union and retained the old Federal government, hence the soldiers of the North are to be designated as "Union" or "Federal" troops. No significant historical fact should be blinked, but all prejudice and partisanship should be strictly avoided in all teaching of history.

1. A comparison between the resources and readiness of the North and the South.

B. EDUCATION AND CULTURE.

1. Schools and colleges.
2. Books and literature.

C. INDUSTRIES.

1. Development of the "factory system" in the North. What is meant by the "factory system"?
2. Contrast between the North and the South in occupations. What effect did this have upon the people? Why were there no factories in the South?
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 - c. Steamship service.
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- McMaster, *Brief History of the United States*, Chap. XXVII.
McMaster, *School History of the United States*, Chap. XXVI.
Eggleston, *New Century History of the United States*, Chap. XLIII.
Scudder, *New History of the United States*, Chap. XIX.
Wright, *Industrial Evolution*, pp. 143-158.
Eggleston, *History of the United States*, Chap. XLVI.

- Sparks, *Expansion of the American People*, Chap. XXX.
McMaster, *History of the People of the United States*, Vol. VI.
Mowry, *Territorial Growth*, Chaps. V-VII.
Hubert, *Men of Achievement*, pp. 99-177.

For Teachers:

- Hart, *Essentials in American History*, Chap. XXVII.
Clarke and others, *The American Railway*.
Wilson, *Division and Reunion*.
Dewey, *Financial History of the United States*, Chap. XI.
Coman, *Industrial History of the United States*, Chaps. VII, VIII.
Garrison, *Westward Expansion*.
Semple, *American History and Geographic Conditions*, Chaps. XIV, XVII.
Brigham, *Geographic Influences in American History*, Chap. VI.

TOPIC XI. LINCOLN'S ADMINISTRATION AND THE CIVIL WAR

A. THE CALM BEFORE THE STORM.

1. Lincoln's inauguration. Read some extracts from his first inaugural address. What seemed to be his attitude? (See Hart and Channing, *American History Leaflets*, No. 18.)
2. Efforts to compromise fail.
3. Lincoln's cabinet.
4. The seizure of Federal property by the southern states.
5. The policy of the new administration.

B. THE CIVIL WAR.

Teachers and pupils should always call things by their proper names. The seceding states organized the "Confederate States of America," hence the soldiers of the South should be called the "Confederates." The North remained in the original Union and retained the old Federal government, hence the soldiers of the North are to be designated as "Union" or "Federal" troops. No significant historical fact should be blinked, but all prejudice and partisanship should be strictly avoided in all teaching of history.

1. A comparison between the resources and readiness of the North and the South.

2. The capture of Fort Sumter by the Confederates and its effects on the North and the South. (Read Thomas Buchanan Read's "The Brave at Home," in *Poems of Patriotism*, p. 155; also Stoddard's "Twilight on Sumter," in *Poems of Patriotism*, p. 228.)
3. Lincoln's call for volunteers and the response. (Read Julia Ward Howe's "Battle Hymn of the Republic," in *Poems of Patriotism*, p. 145.)
4. The question of the border states, Kentucky, Missouri, and Maryland, and how they were held in the Union.
5. The dividing line between the North and the South extending from Washington to the mouth of the Ohio. Look this up on a map.
6. The three important purposes of the Federals.
 - a. To drive the Confederate line southward and capture Richmond.
 - b. To open up the Mississippi from source to mouth.
 - c. To blockade the Confederate ports completely and thus reduce the South to a point of starvation.Notice how almost all the campaigns centered around one of these purposes.
7. The military campaigns should be studied, each as a distinct movement with some particular purpose in view, according to the following list of topics. Very few details of battles should be learned. The main purpose is to build up in the minds of the pupils clear mental pictures of the geographical setting of the campaigns, the general movements of armies, the locations of great battles, and to develop an apprehension of the *significance* of whatever event or series of events is being studied. The topics following are elaborated into a complete outline of the Civil War below. A list of topics is given here so that teachers whose time or equipment will not permit the use of the more complete outline may at a glance be able to follow at least the general plan.
 - a. War in Missouri to save that state to the Union.
 - b. War in West Virginia, rise of McClellan, and the formation of a new State.

- c.* Battle of Bull Run, the beginning of a movement against Richmond, which ingloriously failed.
 - d.* War in the West; rise of Grant; the Confederate line driven southward; the Mississippi opened above and below Vicksburg.
 - e.* The first Peninsular campaign of the Army of the Potomac; McClellan's successes and failures.
 - f.* Lee's first raid across the Potomac; battle of Antietam and its significance.
 - g.* The Emancipation Proclamation and its effects.
 - h.* Lee's second invasion of the North; the Gettysburg campaign.
 - i.* The opening of the Mississippi; Grant's Vicksburg campaign.
 - j.* Operations in the West; Grant's Chattanooga campaign and Sherman's march to the sea.
 - k.* Grant's "hammering" campaign around Richmond; the battles of the Wilderness and the siege of Petersburg.
 - l.* The war on the ocean, particularly —
 - (1) Blockade of the coast.
 - (2) The southern cruisers of which the *Alabama* was a type.
 - (3) Use of gunboats on inland waters.
8. Military campaigns of the Civil War.
- a.* War in Missouri.
 - (1) Battles of Belmont, Boonville, Pea Ridge, Wilson's Creek.
 - (2) Work of General Nathaniel Lyon. (Read Winston Churchill, *The Crisis*.)
 - b.* War in West Virginia.
 - (1) Battles of Rich Mountain and Carrick's Ford; work of McClellan.
 - (2) West Virginia formed into a State and admitted to the Union.
 - c.* Battle of Bull Run and its effects.

and would be decisive. (See Rhodes, Vol. III, pp. 27-28.)

- (3) Effect of this great victory. (Read Bert Hallie's "John Bull at Gettysburg," in *Western World*.)

2. Opening of the Mississippi: Grant's Vicksburg campaign.

- (1) The Confederates have at the beginning of 1863.
(2) Grant's plan to open a canal. Study the local geography of the situation and find out exactly how this canal would have aided Grant.

- (3) Grant's losses: Johnson and Pemberton and what they did.

- (4) Siege and capture of Vicksburg: the Mississippi opened for the first time; the Confederacy cut in two. Note that Vicksburg was surrendered the day after the third day's battle at Gettysburg.

3. Operations in the West.

- (1) Battle of Chattanooga.

- (2) Grant's victory at Chattanooga: the "battle above the clouds." Grant made Lieutenant General and Commander in Chief of all the Federal armies.

- (3) Sherman's march to the sea: purposes and effects.

- (4) Sheridan's victories in the Shenandoah Valley. (Read Thomas B. Hildreth's "Sheridan's Ride," in *Persimmon*.)

4. Grant's "hammering" campaign.

- (1) Grant takes possession of the South Atlantic. (Read *Atlantic Monthly*.)

- (2) Battles of the Wilderness and Spotsylvania.

- (3) Battle of Five Forks. (Read *Atlantic Monthly*.)

- (4) Grant's capture of Petersburg.

- (5) Capture of Richmond and the flight of Lee.

- (6) The "Seven Days' Fight"; McClellan forced back to Harrison's Landing on the James River. (Read Stedman's "Kearney at Seven Pines," in Persons, *Our Country*.)
- (7) Army of the Potomac transported to the Potomac River; end of the Peninsular campaign.

g. Lee's first raid across the Potomac.

- (1) Battle of Cedar Mountain.
- (2) Second Battle of Bull Run; Lee crosses into Maryland.
- (3) The battle of Antietam and its significance.
- (4) Removal of McClellan and appointment of Burnside; battle of Fredericksburg.
- (5) Conditions at close of 1862; effect in the North and the South of the Federalist failure in the Peninsular campaign.

h. The Emancipation Proclamation.

- (1) Notice that it was strictly a war measure.
- (2) Where did the President get his authority to issue such a proclamation? (See Constitution of the United States, Art. II, Sec. 2.)
- (3) What was the ostensible purpose of the proclamation?
- (4) What was the fundamental purpose?
- (5) What was the immediate effect? The permanent effect?

i. Lee's second invasion of the North; the Gettysburg campaign.

- (1) Changes in commanders of the Army of the Potomac.
- (2) Hooker's defeat at Chancellorsville; Meade succeeds him in command.
- (3) Lee again crosses the Potomac with the Federal army in pursuit.
- (4) The decisive battle of Gettysburg. A special study of this battle with a map of the battle

field would be effective. (See Rhodes, Vol. IV, pp. 270-298.)

- (5) Effect of this great victory. (Read Bret Harte's "John Burns at Gettysburg," in Persons, *Our Country*.)

j. Opening of the Mississippi; Grant's Vicksburg campaign.

- (1) The Confederate line at the beginning of 1863.
- (2) Grant's failure to open a canal. Study the local geography of the situation and find out exactly how this canal would have aided Grant.
- (3) Grant defeats Johnston and Pemberton and takes Port Gibson.
- (4) Siege and capture of Vicksburg; the Mississippi opened for its whole length; the Confederacy cut in two. Note that Vicksburg was surrendered the day after the third day's battle at Gettysburg.

k. Operations in the West.

- (1) Battle of Chickamauga.
- (2) Grant's victory at Chattanooga; the "battle above the clouds." Grant made Lieutenant General and Commander in Chief of all the Federal armies.
- (3) Sherman's march to the sea, its purposes and effects.
- (4) Sheridan's victories in the Shenandoah valley. (Read Thomas Buchanan Read's "Sheridan's Ride," in Persons, *Our Country*.)

l. Grant's "hammering" campaign around Richmond.

- (1) Grant takes personal command of the Army of the Potomac.
- (2) Battles of the Wilderness.
- (3) Battles of Spottsylvania and Cold Harbor.
- (4) Grant's change of plans; siege of Petersburg.
- (5) Capture of Richmond; surrender of Lee at Appomattox.

9. The war on the ocean.
 - a. Comparison between the Federal and Confederate navies at the outset.
 - b. Blockade of southern ports.
 - c. The Trent affair and its effects on our relations with England. (Read Lowell's "Jonathan to John," in *Poems of Patriotism*, p. 161.)
 - d. Confederate cruisers and blockade runners.
 - e. The fight between the *Alabama* and the *Kearsarge*. Read an account of the settlement of the "Alabama claims" in 1871. (See *Brief History*, p. 391.)
 - f. Operations along the coast; capture of Confederate forts and enforcement of the blockade. What effect did this have upon our relations with England? (See *School History*, p. 411.)
 - g. Operations on inland waters, rivers, lakes, etc. Work of the famous gunboats under such commanders as Farragut, Porter, and Foote.
 - h. The *Merrimac* and the *Monitor*; introduction of a new type of battleship.
10. Finances of the war; how the enormous sums of money necessary were obtained. This is a somewhat difficult topic, but it should be made as clear as possible.
 - a. Direct taxes laid upon the states.
 - b. Raising of tariff duties.
 - c. Internal revenue taxes.
 - d. Issuing of paper money.
 - e. Issuing of United States bonds. What is the difference between a bond and a treasury note?
 - f. Scarcity of small change; how this was remedied. Is a paper dollar real money?
 - g. Establishment of the national banking system. Notice that this plan has no resemblance to Hamilton's Bank of the United States.
 - h. Cost of the war.
 - i. Distress and poverty in the South.

11. Loss of life in the war. (See Dodge, *Bird's-Eye-View of Our Civil War*.)
12. Political affairs during the war.
 - a. European nations acknowledge the "belligerency" of the Confederate States of America. Let the teacher explain clearly of what advantage this was to the South, and also the difference between acknowledging its "belligerency" and its "independencé." (See a textbook on International Law, or an encyclopedia.)
 - b. Effect of the Trent affair.
 - c. Presidential election of 1864; candidates and their platforms.
13. Assassination of President Lincoln and its effects on the whole country. (Read Whitman's, "O Captain! My Captain!" in Persons, *Our Country*.)

C. TOPICS FOR DISCUSSION.

1. What were the two fundamental causes of the war? What do you consider the most important immediate cause? What is the difference between an *immediate* and a *fundamental* cause?
2. Trace the military movements of Grant and Lee respectively throughout the war.
3. Why were many Englishmen favorable to the South?
4. Why was the region of the Potomac the scene of so many great battles?
5. Of what great assistance was California to the Union during the war?
6. Aside from the fighting qualities of both sides, what finally made it certain that the Federal armies would win?

References for Pupils:

McMaster, *Brief History of the United States*, pp. 355-384.

McMaster, *School History of the United States*, pp. 382-424.

Eggleston, *New Century History of the United States*, Chaps. XLVI-LII.

Scudder, *New History of the United States*, pp. 353-386.

- Eggleston, *History of the United States*, Chaps. L-LVIII.
 Wilson, *Division and Reunion*, pp. 213-254.
 Frothingham, *Sea Fighters*, pp. 335-396 (Farragut).
 Brooks, *Historic Americans*, pp. 335-353, 369 to close of volume.
 Hubert, *Men of Achievement*, Chap. VII (Ericsson).
 Bolton, *Famous American Statesmen*, pp. 268-360.
 Sparks, *The Men Who Made the Nation*, Chaps. XI, XII.
 Headley, *John Ericsson*.
 White, *Robert E. Lee*.
 Wister, *Ulysses S. Grant*.
 Church, *Ulysses S. Grant*.

For Teachers:

- Hart, *Essentials in American History*, Chaps. XXVIII-XXX.
 Channing, *Students' History of the United States*, pp. 482-530.
 Schouler, *History of the United States*, Vol. VI.
 Hosmer, *The Appeal to Arms*.
 Rhodes, *History of the United States*, Vols. III-V. (This is probably the best authority for the teacher.)
 Hosmer, *Outcome of the Civil War*.
 Dodge, *A Bird's-Eye-View of Our Civil War*.
 Burgess, *The Civil War and the Constitution*.
 Dunning, *Essays on the Civil War and Reconstruction*.
 Dewey, *Financial History*, Chaps. XII, XIII.
 Semple, *American History and Its Geographical Conditions*, Chap. XIV.
 Brigham, *Geographic Influences in American History*, Chap. VII.
 Taussig, *Tariff History*, pp. 155-170.
 Townsend, *Analysis of Civil Government*.
 Stanwood, *History of the Presidency*, Chaps. XX-XXII.
 Laughlin, *Political Economy*, pp. 303-306, 336-345, 359-363.
 Davis, *International Law*.
 Wilson and Tucker, *International Law*.
 Foster, *A Century of Diplomacy*, Chap. X.
 Livermore, *Number and Losses in the Civil War*.
 Garland, *General Grant*.
 See biographies of Lincoln cited under Topic IX.

Sources:

- Hart, *Source Book of American History*, Nos. 116-126.
Hart, *American History told by Contemporaries*, Vol. IV.
Hart, *Source Readers in American History*, No. IV.
Macdonald, *Select Statutes*, Nos. 2-6, 19, 21-27, 30, 37.
Hart and Channing, *American History Leaflets*, Nos. 18, 26.
Caldwell and Persinger, *Source History*.
Messages and documents of the Presidents.

TOPIC XII. PERIOD OF RECONSTRUCTION

A. ADMINISTRATION OF ANDREW JOHNSON, 1865-1869.

1. Personality and public life of Johnson.
2. Questions that confronted the country after the war; adoption of the Thirteenth Amendment to the Constitution.
3. Lincoln's plan for reconstructing the southern states followed by Johnson. Get a clear idea of the important features of this plan.
4. The split between Johnson and Congress.
 - a. Concerning reconstruction.
 - b. The Civil Rights Bill.
 - c. Tenure-of-office Act.
5. The Congressional plan of reconstruction; how it differed from Johnson's; question of the Fourteenth Amendment to the Constitution.
6. Adoption of the Amendment.
7. Impeachment of President Johnson.
8. Overthrow of Maximilian's Empire in Mexico.
9. Purchase of Alaska.
10. Laying of the Atlantic cable.
11. Presidential election of 1868.

B. GRANT'S ADMINISTRATIONS, 1869-1877.

1. Grant's personality and military record.
2. The adoption of the Fifteenth Amendment. Get a clear notion of the essentials of the Thirteenth, Fourteenth, and Fifteenth Amendments.

3. Conditions in the South after the war.
 - a. Effect of the Fifteenth Amendment on negroes.
 - b. The coming of the "Carpetbaggers."
 - c. Organization of the Ku-Klux Klan; its first purposes and how it was made an instrument for evil. (Read Page's novel, *The Red Rock*, for an interesting and fair presentation of the whole situation.)
 - d. The Force Bill and federal interference with elections in the South.
4. Rise of the Liberal Republicans; the Grant-Greeley campaign; reëlection of Grant.
5. Foreign relations.
 - a. Proposed annexation of San Domingo.
 - b. Settlement of the Alabama Claims; the Geneva Award. Compare this tribunal with the Hague Tribunal. What does this development seem to forecast?
 - c. Revolt in Cuba; American citizens and property injured; the affair of the *Virginia*.
 - d. Anti-Chinese agitation.
6. Political corruption. (See Hart, *Essentials*, p. 507.) No great stress should be laid on this phase of political life, yet young students should be led not to blink the truth and also to see that reform always follows an era of corruption.
 - a. Natural effects of a prolonged war.
 - b. The "Crédit Mobilier" and what it signified.
 - c. The "Whisky Ring."
 - d. The "Salary Grab."
 - e. Impeachment of Secretary of War.
7. Financial matters.
 - a. Panic of 1873, causes and effects.
 - b. The rise of the Greenback party and what it stood for.
 - c. Resumption of specie payments.
What is meant by specie payments?
8. Centennial Exposition of 1876.
9. Campaign of 1876; candidates and platforms; the long contest and decision by the Electoral Commission.

C. TOPICS FOR DISCUSSION.

1. What errors do you see in the manner in which the South was treated after the war?
2. What political doctrine of the United States was put into practice in the Maximilian affair.
3. In case of the impeachment of the President how is he tried?
4. How has the purchase of Alaska proved beneficial?
5. What is really meant by "reconstruction"?
6. What effect did the war have on business? What kind of business in particular?

References for Pupils:

Not much material relating to reconstruction suitable for pupils of this grade has been published and it is probably unnecessary to expect any reading outside of the various textbooks available.

McMaster, *Brief History of the United States*, pp. 385-392, 404-407.

McMaster, *School History of the United States*, pp. 426-432, 437-447.

Eggleston, *New Century History of the United States*, pp. 356-367.

Scudder, *New History of the United States*, pp. 387-396.

Wilson, *Division and Reunion*, Chaps. XI, XII.

Hart, *Essentials in American History*, pp. 491-510.

Channing, *Students' History of the United States*, pp. 536-549.

For Teachers:

See histories cited under Topic XI, especially Rhodes, Burgess, and Dunning. By this time teachers should be familiar with the best general references.

Stevenson, *Maximilian in Mexico*.

Dunning, *Essays on the Civil War*.

TOPIC XIII. PERIOD OF INDUSTRIAL DEVELOPMENT AND SOCIAL AND POLITICAL READJUSTMENT

A. DEVELOPMENT OF THE COUNTRY FROM 1860 TO 1896.

1. Development of the West.
 - a. New states admitted and territories organized.
 - b. Mineral wealth of the New West.
 - c. Overland trails and transportation.

- d. Agriculture, the prairies, wheat fields, cornlands, etc.
 - e. Trouble with the Indians.
 2. Mechanical progress; use of scientific discoveries in industrial pursuits; invention of labor-saving machinery.
 3. Industrial combinations, corporations, and trade-unions.
 4. Railroad construction.
 5. Immigration.
 - a. Gradual change that took place in nationality and character of immigrants.
 - b. Distribution of immigrants; tendency to congregate in the cities.
 6. Why the cities grew faster than the country.
- B. HAYES'S ADMINISTRATION, 1877-1881.
1. End of the Carpetbag rule in the South; withdrawal of Federal troops.
 2. Business depression of 1877; railroad strikes.
 3. Agitation begun for free coinage of silver; the Bland-Allison Bill.
 4. The Anti-Chinese agitation; Dennis Kearney and the "Sand-lotters." Note that a new constitution for California containing radical anti-Chinese provisions was adopted at this time, in 1879.
 5. Campaign of 1880; nomination and election of Garfield.
- C. THE GARFIELD-ARTHUR ADMINISTRATION, 1881-1885.
1. Garfield's public services and untimely death.
 2. Anti-Chinese legislation.
 3. Civil-service reform; the Pendleton Act. What system was this to replace? Give an account of the beginning of this objectionable system.
 4. Anti-polygamy laws.
 5. Beginnings of a new navy.
 6. Campaign of 1884.
 - a. Reforms demanded.
 - b. Influence of the labor question.
 - c. Growth of sentiment in favor of regulation of semi-public corporations.
 - d. Success of the Democratic party and election of Grover Cleveland.

D. ADMINISTRATION OF GROVER CLEVELAND, 1885-1889.

1. Sketch of Cleveland's life and public service.
2. Important legislation during his administration.
 - a. The presidential succession law. Pupils should get this law clearly in their minds. The Secretary of State succeeds the Vice President, and the other members of the Cabinet in the order of the creation of their offices.
 - b. Anti-Contract-Labor Law.
 - c. Creation of Interstate Commerce Commission. Get the purpose and power of this Commission clearly in mind. Note that its powers have been greatly enlarged by recent legislation.
 - d. Establishment of a Bureau of Labor. Note that this bureau has now been enlarged to a Cabinet department whose head is designated as Secretary of Commerce and Labor.
3. Question of the disposition of the surplus in the treasury.
 - a. How did this surplus accumulate?
 - b. Why didn't the government use it to reduce the national debt?
 - c. Why is a surplus in the national treasury objectionable?
4. The campaign of 1888; the principal issues; election of Benjamin Harrison.

E. ADMINISTRATION OF BENJAMIN HARRISON, 1889-1893.

1. Important legislation.
 - a. The McKinley Tariff Bill.
 - b. The Sherman Anti-Trust Act. Notice that this was the first national legislation against the growing power of the trusts and that the law has since been very much strengthened.
 - c. The Sherman Silver Act.
2. Political readjustments.
 - a. Opposition to trusts and corporations.
 - b. Formation of the Farmers' Alliance.

c. Beginnings of the People's Party, known as the "Populists."

3. Presidential campaign of 1892; candidates and platforms.

F. SECOND ADMINISTRATION OF GROVER CLEVELAND, 1893-1897.

1. The panic of 1893, causes and consequences.
2. Repeal of the Sherman Silver Act.
3. The Wilson Tariff Bill.
4. The revolution in Hawaii; part taken by the United States marines; Cleveland's attitude.
5. Introduction of the Australian ballot system.
6. Trouble between Venezuela and Great Britain; action of President Cleveland and results. By what right did Cleveland interfere?
7. The "Free silver at the ratio of 16 to 1" agitation. Presidential campaign of 1896; election of McKinley over Bryan.

References for Pupils:

- McMaster, *Brief History of the United States*, pp. 393-418.
McMaster, *School History of the United States*, pp. 454-476.
Eggleston, *New Century History of the United States*, pp. 367-383.
Scudder, *New History of the United States*, pp. 398-417.
Hart, *Essentials in American History*, pp. 511-549.
Channing, *Students' History of the United States*, pp. 549-558.
Barrows, *History of the Philippines*.
Alexander, *A Brief History of the Hawaiian People*.
Stratemeyer, *American Boy's Life of William McKinley*.
Wright, *Industrial Evolution*, Part III.
Hubert, *Men of Achievement*, Chaps. VIII-XI.
Wilson, *Division and Reunion*, Chap. XIII.

For Teachers:

- Taussig, *Tariff History*, pp. 194-409.
Laughlin, *Political Economy*, Chaps. X, XVII, particularly Chap. XXIX on Bimetallism.
Ely, *The Labor Movement in America*.
Alton, *Among the Law Makers*. A popular account of congressional operations.

D. ADMINISTRATION OF GROVER CLEVELAND, 1885-1889.

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 - d. Establishment of a Bureau of Labor. Note that this bureau has now been enlarged to a Cabinet department whose head is designated as Secretary of Commerce and Labor.
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Hart, *Essentials in American History*, pp. 511-549.
Channing, *Students' History of the United States*, pp. 549-558.
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Ely, *The Labor Movement in America*.
Alton, *Among the Law Makers*. A popular account of congressional operations.

Dunning, *Essays on the Civil War and Reconstruction*.

Andrews, *The United States in Our Own Times*.

Dewey, *Financial History of the United States*, Chaps. XIV, XV.

Ely, *Socialism and Social Reform*.

Sparks, *National Development*.

Foster, *A Century of Diplomacy*, Chap. XI.

TOPIC XIV. PERIOD OF TERRITORIAL EXPANSION AND INDUSTRIAL READJUSTMENTS

A. ADMINISTRATION OF WILLIAM MCKINLEY, 1897-1901.

1. The war with Spain.

- a. Brief history of the Cuban revolts. Why the United States was deeply interested.
- b. Conditions in Cuba in 1898; danger to American interests.
- c. Destruction of the *Maine* and declaration of war.
- d. Dewey at Manila.
- e. Blockade of Cervera's fleet in the harbor of Santiago, Cuba; trip of the battleship *Oregon* from San Francisco to Florida.
- f. Incident of the sinking of the *Merrimac*.
- g. Battles of El Caney and San Juan.
- h. Cervera attempts to escape; destruction of his fleet.
- i. Porto Rico occupied.
- j. Manila taken; end of the war.
- k. Treaty of peace; territories acquired by the United States.

2. The annexation of Hawaii.

3. The United States a world power.

- a. Why do we now say that the United States is a world power?
- b. How our new possessions are governed.
- c. Effect of the Spanish War on the feeling between the North and the South.
- d. Effect of the war on our relations with foreign countries, especially China and Japan.

- e. Insurrection in the Philippines; war with the Filipinos led by Aguinaldo.
 - f. The Boxer War in China; part taken by the United States.
 - g. Our relations with Cuba. Try to get a clear idea of what power the United States has over Cuba. See the Platt Amendments to our treaty with Cuba.
 4. The census of 1900.
 - a. Immigration.
 - b. Growth of cities.
 - c. Development of industrial combinations, trusts, corporations, etc.
 5. The "New South."
 - a. Changes in occupations; more diversity than before the war.
 - b. Production of coal, iron, lumber, fruit, etc.
 - c. Manufacturing industries.
 - d. Growth in railroads and population.
 - e. Educational and social changes.
 6. Reflection of McKinley; his assassination; succeeded by Theodore Roosevelt.
- B. ADMINISTRATIONS OF THEODORE ROOSEVELT, 1901-1909.
1. Roosevelt's personality and public services.
 2. The reform policies.
 - a. Civil Service Reform.
 - b. Conservation of national resources.
 - c. Government regulation of public utilities, such as railroads.
 - d. Government supervision over industrial combinations, such as corporations, trusts, etc.
 - e. Honesty and decency in public and private life.
 3. The Panama Canal; special report.
 4. The Alaskan boundary and Alaskan gold mines.
 5. The war between Russia and Japan; part President Roosevelt took in bringing about the treaty of peace.

6. Expositions.

- a. Louisiana Purchase Exposition at St. Louis.
 - b. The Lewis and Clark Centennial and Oriental Fair at Portland.
 - c. The Jamestown Exposition.
 - d. The Alaskan-Pacific Exposition at Seattle.
- 7. Admission of new states.
 - 8. Intervention in Cuba.
 - 9. Reëlection of Roosevelt in 1904.
 - 10. Presidential election of 1908; election of William H. Taft.

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TOPIC XV. ELEMENTARY CIVICS

For a full discussion of this important topic see Topic VIII, Seventh Grade.

APPENDIX

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TOPIC XII. PERIOD OF RECONSTRUCTION

A. ADMINISTRATION OF ANDREW JOHNSON, 1865-1869.

1. Personality and public life of Johnson.
2. Questions that confronted the country after the war; adoption of the Thirteenth Amendment to the Constitution.
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 - b. The Civil Rights Bill.
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APPENDIX

AN INDIAN POWWOW

Prepared for Second Grade, Training School, San Diego State Normal School, by Lillian Anderson and Mabel Riedy, 1908.

References:

Snedden, *Docas, the Indian Boy*.

Judd, *Wigwam Stories*.

CAST OF CHARACTERS

SANTA CLARA INDIANS.

MASSEA, *Chief of Santa Clara.*

AMA, *Squaw of Massea.*

DOCAS, *Son of Massea and Ama.*

HEEMA.

MOKI.

MONTEREY INDIANS.

KEOKA, *Chief of Monterey Indians.*

AMPATU, *a famous medicine man.*

VARIOUS OTHER INDIANS.

(To be given outdoors)

SCENE: *A forest of live oaks. Santa Clara Indians sitting around camp fire.*

Docas. Father, did you always wear those blankets and have feathers in your hair?

Massea. Yes, Docas, before the Mission fathers came all the Indians wore blankets and feathers. I remember my grandfather wore deerskins.

Docas. Do the Monterey Indians dress as we do or do they wear the Indian costume?

Massea. They usually dress as we do, but to celebrate this great holiday they will wear the Indian costume. When they come we will have a real old-fashioned Indian camp fire.

Moki. How soon are the Monterey Indians coming?

Massea. They ought to be here now.

Enter HEEMA, crying, "Here they come! here they come!"

[MASSEA rises.]

[Enter Monterey Indians holding up their hands in sign of peace.]

[MASSEA responds with similar sign.]

[Monterey Indians sit down around the camp fire. MASSEA passes peace pipe.]

Massea. How is it with your people?

Keoka. It is well. How are my Santa Clara brothers?

Massea. The Great Spirit has been good to us. The spirit of our ancestors has been good to us also. Let us do as they used to do and tell some Indian stories. Keoka, will you tell us one?

Keoka. Have one of your tribe tell one.

Massea. Ama, will you tell one?

Ama. In the days of my grandfather Iagoo used to come to our camp. One day when he was there we heard a great roaring in the woods. It was like ten bears, but he was the only brave who dared to go out to see what the roaring was. He saw mosquitoes flying among the trees, but he could not tell the trees from the mosquitoes, because the mosquitoes were so big. He killed three mosquitoes with his war club. He tore off the left wing of one and used it for the sail of his birch bark canoe. He gave the bill of one to his wife. She used it to dig with for twelve moons.

[Monterey Indians nod.]

Keoka. Ugh! It is good, but not like the one I heard. My grandfather told me how Iagoo went hunting. It was duck time. He went in his canoe and hid in the rice by the ducks. The ducks flew up and made the sun dark. Iagoo shot into the flock and they dropped like hail in a hailstorm. He piled them up like a great tepee on the shore. He shot them all with one gunshot.

Keoka (turns to AMPATU). Will Ampatu, the great medicine man, tell us one?

Ampatu. Many winters ago a poor, sickly old man came to an Indian village. He went from house to house asking for food, but no one gave him any. Finally, when he was about to leave the village, he came to a small wigwam. The squaw gave him food

and a bed to sleep in. The next morning he was sick and sent the Indian woman after medicine plants. Each day he sent her after different plants until he was well. She had learned all the medicine plants and told them to her sons, who became famous medicine men.

Massea. We thank our Monterey brothers for their stories. The feast is now ready. The powwow is ended. Brothers, let us go.

[*Exeunt all.*]

COLUMBUS

Prepared for the Sixth Grade, Training School, San Diego State Normal School, by Mabel Nickell, 1908.

SCENE I.

ISABELLA'S throne room; ISABELLA on the throne in her splendor, surrounded by courtiers. Costumes appropriate to time and place.

[*Enter COLUMBUS in old clothes; bows before the queen.*]

Columbus. Your majesty's humble servant, Columbus.

Isabella. At my request I see you have come. Speak and tell of these wonderful ideas I hear you are propounding.

Columbus. I come, O queen, begging out of your generosity assistance for an enterprise which will bring to the Spanish kingdom wealth and power such as will dazzle the whole world and place your royal highness in a position not surpassed even by the splendors of the Great Khan.

Isabella. Speak on and tell of this wonderful plan.

[*Courtiers standing with closest attention.*]

Columbus. After long years of most careful experiment and study, I have proven beyond a doubt that this earth is not a flat surface, but is a ball around which one can sail.

[*Courtiers sneering and whispering one to another.*]

A Chamberlain. Quiet! quiet! Let the man have his say!

Columbus. Now, I calculate that by sailing directly westward I can find a shorter route to India, whence will then flow untold wealth into the coffers of Spain.

1st Courtier. The impostor! Trust him not! He seeks your aid to accomplish some scheme for his own benefit. Nay, more, I venture even now he plots against the very authority of your crown!

Isabella (to COLUMBUS). What more would you say?

Columbus. Besides this great wealth and of far more importance is the conversion of the people who live in these distant lands. Did not the Christ die for them and are not we the ones to carry salvation to these lost?

Isabella. You have spoken well, indeed, for truly that is our mission.

A Priest. Trust him not for that, O queen. He is a heretic! Dismiss him! It is contrary to all teaching of the Holy Writ and the Fathers to suppose that the earth is anything but flat.

2d Courtier. The man is mad! Who could be so foolish as to believe that the earth is round; that there are people living on the opposite side who walk with their heels upward and their heads downward, like flies clinging to the ceiling? [*Courtiers all laugh.*]

Isabella. Enough! enough! This man's idea seems very possible to me. I think I may consider it. What would be your needs for such an expedition?

Columbus. I wish for a few ships and sailors to go with me, and I ask only in return that I may be made an Admiral of Spain, be appointed Viceroy over the regions I discover, and that I shall receive one tenth of the profits. [*Courtiers laugh uproariously.*]

1st Courtier. See! see! Did I not tell you that he was plotting against your crown?

2d Courtier. His power would then be as great as yours!

3d Courtier. I beg you, most noble queen, dismiss him if you value your kingdom!

Isabella. I cannot promise you help on such conditions as these — and yet — No, I cannot. Go!

[*Exit COLUMBUS. Enter FERDINAND.*]

Ferdinand. What is the meaning of this assembly?

Isabella. The man, Columbus, has just left after pressing his suit for assistance. Even now I fear I was unwise in refusing him — he surely does speak like a philosopher. And think of the glory it

would bring to Spain. Go, boy, and call the harebrained philosopher back! Hastel!

Ferdinand. Woman, think! Have you forgotten that the royal finances are already drained by the war? We have no money for such an enterprise!

Isabella. I will undertake the enterprise for my own crown of Castile, if I must pledge my own private jewels to raise the necessary fund.

[*Enter COLUMBUS, bowing.*]

Isabella. Your wisdom has persuaded me. I agree to everything. You may depend on my support and that at once. Go immediately to Palos, where preparations will be made for everything, and may the good saints protect the enterprise.

Columbus. May the good saints bless your generosity. [*Exeunt.*]

SCENE II.

FERDINAND and ISABELLA seated on the throne with courtiers around.

[*Enter COLUMBUS with attendants, three Indians, and all sorts of souvenirs. FERDINAND and ISABELLA rise and extend their hands for him to kiss.*]

Isabella. Welcome to the great discoverer! Most heartily do we welcome such a hero to our court.

Ferdinand. Isabella speaks well. Gladly do we receive you. And now tell us about your journey. [*Seat themselves on the throne.*]

Columbus. Such was my purpose in returning, your majesty. The perils of our journey need not be told again. After sailing for two months, at last to our straining eyes land appeared, and land such as would enchant a man of stone. Such trees, such fruit and such flowers have never been seen in Spain.

1st Courtier. And why have you not something to show for all these things?

1st Attendant. Be patient, sir! These boxes and baskets are full of such things. [*Opens one.*] This is a branch from a tree whose flowers are waxen and indescribably fragrant. Rich spices such as these grow uncultivated over all the islands.

2d Courtier [*picking up a potato*]. What is this queer-looking thing?

2d Attendant. That is a root of a very small plant, which the natives eat, preparing it by roasting. It forms much of their food and is very appetizing, I assure you.

Ferdinand. But where is the gold?

Columbus [taking a small box]. It is much to my sorrow that I can show no more than this, but we felt the necessity of returning just as we were well on the track of the precious metal. We stopped at many islands with no sign of gold, till, at last, we were directed southward by the natives, and on making search came to a very large island which I have named Juana. There the natives are bedecked with ornaments of gold and tell of wonderful deposits in the interior. Of their richness I am firmly convinced, for the natives are so uncivilized that they could not obtain such quantities if it were not extremely abundant.

Isabella. That is most pleasing to the promoters of this expedition. And now what do you propose doing with these — these savages — you have brought back with you?

A Priest. These we propose to have instructed in the truths of our sacred religion, that they may carry them back to their brothers and thus save the whole race. They are a docile people, simple in their habits, and, I believe, offer a great field for the spread of our faith.

Isabella. Indeed, these things seem beyond comprehension. The kingdom of Spain owes honor and glory to you it can never pay, though we do our utmost.

Ferdinand. Again does the queen speak well. We never can repay you for this great gift you have brought us. We only can place at your disposal our utmost means, and that we most heartily and gratefully do. You may consider your every wish granted as far as is in our power to fulfill. [*FERDINAND leads COLUMBUS to a seat beside the queen.*]

All. Long live the king and queen of Spain! Long live Columbus!

[*Curtain.*]

THE RETURN OF CORIOLANUS

Written for production in the Fourth Grade History Class, San Diego Normal Training School, San Diego, California, by Imogene Pierce, 1908.

CHARACTERS.

CAIUS MARCUS CORIOLANUS, *a Roman Patrician.*

FABIUS } *friends of Coriolanus.*
CLITUS }

THE PRIEST OF APOLLO.

VETURIA, *mother of CORIOLANUS.*

VOLUMNIA, *wife of CORIOLANUS.*

CORNELIA, *sister of CORIOLANUS.*

SERVANT.

Two sons of CORIOLANUS.

Soldiers, more friends of CORIOLANUS, Roman women, etc.

SCENE I.

Interior of CORIOLANUS'S tent in the Volscian camp; CORIOLANUS discovered seated at a table, engaged in polishing his weapons.

[*Enter a Servant.*]

Servant. My lord, a company of Romans with a flag of truce ask to speak with you.

Coriolanus. Admit them.

[*Exit Servant and reënters, showing in FABIUS and CLITUS together with other Roman citizens, friends of CORIOLANUS.*]

Friends. Hail, Coriolanus!

Coriolanus. Whence come you and what is your will?

Fabius. Is it you, Caius Marcus, who come at the head of a foreign army to besiege your own city?

Coriolanus (pretending not to recognize him). Who are you who speak thus to me?

Fabius. Do you refuse to recognize me, your old friend, Fabius? Have you forgotten how we used to sit together in the long summer

evenings, planning battles which we would fight — and always win? For the sake of that friendship, give up this cruel, unmanly scheme!

Friends. Aye, give it up, Caius Marcus!

Coriolanus. I do not care any more for those battles. I have a better battle to fight now. I am going to destroy Rome and all those Romans who dared exile me, Caius Marcus Coriolanus, one of their bravest generals.

Clitus. Do you not remember, O Caius Marcus, how you and I used to race together on horseback, across the fields outside Rome, hunting the wild boar? For the sake of those good old times, turn back and do not ruin your own city!

Friends. Turn back, Caius Marcus, turn back!

Coriolanus. You have heard what I said. Whether or not we were once friends is no matter now. You are Romans and all Romans are my enemies. Away with you!

[*Exeunt Friends of CORIOLANUS hesitating and weeping.*]

SCENE II.

Same as Scene I.

[*Enter the Roman Priest of Apollo.*]

Priest. All hail, Coriolanus! The people of Rome, my people and yours, have sent me, the priest of Apollo, to speak with you.

Coriolanus. It is all no use!

Priest. Why do you go over to the enemies' camp and lead their forces against Rome? Is not Rome your birthplace? Have you no respect for the gods that witnessed your birth and that guard your city? Would you ruin their temples? Turn back, Caius Marcus, before the gods see what you are doing and bring ill luck to you!

Coriolanus. It is all no use, I say! Not all the talk in every language under the sun could move me. The Romans were cruel enough to exile me, so I can be cruel enough to pay them back by helping the Volscians besiege Rome. Mars, the god of war, will take care of me. Go back to Rome and tell the Romans what I say!

Priest. Think twice, Caius Marcus!

Coriolanus. Go!

[*Exit Priest.*]

SCENE III.

Parade ground of the Volscian camp. CORIOLANUS discovered drilling his troops. During his maneuvers VETURIA, VOLUMNIA, CORNELIA, and other Roman women enter. He catches sight of them.

Coriolanus. What's this? (*Recognizes them.*) Mother! Volumnia! Cornelia!

Volumnia. Does it not shame you, Caius Marcus, to have your own sons witness their father's disgrace? Is it not a dreadful thing that these two boys should see their own father a traitor to his country?

Boys. Father! father!

Volumnia. Aye, you may well call your father, my sons! This man you see here is not Caius Marcus. Caius Marcus is dead!

Coriolanus. Volumnia, by all the gods, speak not so before these lads! You, too, Cornelia? Do you come to taunt me with your scornful words?

Cornelia. Nay, Caius Marcus, but have you forgotten your mother and me? Have you forgotten the happy evenings we spent together before the fire in our mother's house? And will you now besiege Rome and help destroy that house where we both were born? For the sake of these dear remembrances, think twice before you sack your city.

Coriolanus (weeping). Urge me not. My purpose is fixed. [*VETURIA advances.*] Mother!

Veturia. Do I behold you, O my son, in arms against Rome? Have I lived so long only to see my son an exile and worse than that, an enemy? I wish you had never been born, for then you would never have fallen so low as to come with an enemy's army to besiege Rome. But even if my son is a traitor, I can be loyal. You may attack Rome if you will, but you will have to kill me first!

All (kneeling, except VETURIA). Aye, kill us first!

Volumnia. Better a death like this than a husband who is a traitor!

Cornelia. Far rather would I die than live to be the sister of a traitor!

Veturia. O my son, would you ruin your own city, burn your own home, kill your own wife and children?

Coriolanus (weeping and raising them from their knees). Go! Go you back to Rome and tell them there that Rome is safe. Not all the men of Rome could move me, but now I turn back, conquered by women! Aye, you have saved Rome, but you have lost Caius Marcus. You have lost your son, mother, you your husband, Volumentia, and you, O Cornelia, your brother. Farewell!

[*Exit* CORIOLANUS.]

[*Curtain.*]

CROWNING OF CHARLEMAGNE.

Prepared for the Fifth Grade, Training School, San Diego State Normal School, by Zoe Chalmers, 1908.

TIME: 800 A.D. SCENE: *Church of St. Peter's.*

CHARACTERS.

CHARLEMAGNE	ROLAND
ATTENDANT	OLIVER
CHARLES	POPE
LOUIS	PAGE
LOTHAIRE	KNIGHTS

} *sons of* CHARLEMAGNE

SCENE I.

[*The three Knights are found conversing together. Enter ROLAND and OLIVER.*]

First Knight. Hail, good Roland and Oliver! Christmas greetings to you! Where is our good captain, our kind leader?

Roland. Yonder comes my uncle, the great Charlemagne. We all do honor him.

Charlemagne. Christmas greeting, my good men! Arise! It is not to me homage is due, but to our great King and leader, whose memory to-day we revere. And how fares it with you my brave Oliver, and you Roland? My blessing be upon you.

Oliver. We are proud indeed to receive your blessings, O gracious Captain.

Roland. It is joy to meet together in peace; and, uncle, we have good tidings to-day.

A SCENE IN THE CORTES OF SPAIN

Cid (to King). Sir, where do you bid me sit with these my friends who are come with me?

King. Cid, you are such a one, and have passed your time so well to this day, that if you would listen to me I should hold it good that you took your seat with me; for he who has conquered kings ought to be seated with kings.

Cid. That sir, would not please God. But I will be at your feet; for by the favor of your father, Don Ferrando, was I made his creature, and the creature of your brother, King Don Sancho, am I, and it is not fitting that he who receives bounty should sit with him that dispenses it.

King. Since you will not sit with me, sit on your ivory seat, for you won it like a man; and from this day I order that none except a king or prelate sit with you, for you have conquered so many kings that there is none who is your peer or ought to be seated with you. Sit, therefore, like a king and lord upon your ivory seat.

[*Cid kisses king's hand.*]

Cid. Sir King Don Alfonso, I thank your majesty for the great honor bestowed upon me.

[*ALVAR and PERO take seats near him. All look at the Cid's wonderful beard except the Infantes of Carrion, who have a look of shame upon their faces.*]

King. I command that there be silence in the Cortes.

Cid. Sir King Don Alfonso, I beseech you of your mercy that you will hear me, and give command that no one interrupt me, for I am not a man of speech, neither do I know how to set forth words, and if they interrupt me I shall do worse. Moreover, I give command that no one be insolent to me, lest we should come to blows in your presence.

King. Since I have been king I have held only two Cortes. This third I have assembled for the love of the Cid, that he may demand justice against the Infantes of Carrion for the wrongs which we all know. The Count Don Remond shall be the judge in this case. I give order that no one shall speak without my command or utter

THE VINDICATION OF THE CID

Sixth Grade History Play, Training School, San Diego State Normal School, prepared by Anna C. Poole and Carolyn Freeman, 1910.

DRAMATIS PERSONÆ.

THE CID.
 KING ALFONSO.
 COUNT DON REMOND, *Judge*.
 DIEGO GONZALES }
 FERRANDO GONZALES } *Infantes*.
 SUERA GONZALES, *uncle of Infantes*.
 COUNT DON GARCIA, *friend of Infantes*.
 ALVAR FANEZ }
 PERO BERMUDEZ } *attendants of the Cid*.
 THE QUEEN.
 DOÑA XIMENA.
 DOÑA ELVIRA }
 DOÑA SOL } *Cid's daughters*.
 Attendants to Queen.

STAGE ARRANGEMENT.

The king and the queen occupy the throne, at the back of the platform, the attendants of the queen being near her.

DOÑA XIMENA and her daughters are seated at one side of the platform, and the Infantes, their uncle SUERA, and DON GARCIA are seated opposite the ladies.

Count DON REMOND has a seat near back of platform until he is appointed to sit at the judge's bench.

Costumes, as far as possible, to correspond with time and place of play, but of simple material. Colored cheese cloth answers very well. Swords, shields, spears, etc., made of wood by the boys, decorated to suit their fancy.

[The CID, ALVAR, and PERO come in. As they enter everybody arises and bows, excepting the Infantes and their friends.]

A SCENE IN THE CORTES OF SPAIN

Cid (to King). Sir, where do you bid me sit with these my friends who are come with me?

King. Cid, you are such a one, and have passed your time so well to this day, that if you would listen to me I should hold it good that you took your seat with me; for he who has conquered kings ought to be seated with kings.

Cid. That sir, would not please God. But I will be at your feet; for by the favor of your father, Don Ferrando, was I made his creature, and the creature of your brother, King Don Sancho, am I, and it is not fitting that he who receives bounty should sit with him that dispenses it.

King. Since you will not sit with me, sit on your ivory seat, for you won it like a man; and from this day I order that none except a king or prelate sit with you, for you have conquered so many kings that there is none who is your peer or ought to be seated with you. Sit, therefore, like a king and lord upon your ivory seat.

[*Cid kisses king's hand.*]

Cid. Sir King Don Alfonso, I thank your majesty for the great honor bestowed upon me.

[*ALVAR and PERO take seats near him. All look at the Cid's wonderful beard except the Infantes of Carrion, who have a look of shame upon their faces.*]

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Cid. Sir King Don Alfonso, I beseech you of your mercy that you will hear me, and give command that no one interrupt me, for I am not a man of speech, neither do I know how to set forth words, and if they interrupt me I shall do worse. Moreover, I give command that no one be insolent to me, lest we should come to blows in your presence.

King. Since I have been king I have held only two Cortes. This third I have assembled for the love of the Cid, that he may demand justice against the Infantes of Carrion for the wrongs which we all know. The Count Don Remond shall be the judge in this case. I give order that no one shall speak without my command or utter

anything insolent against the Cid; whoever shall disturb the Cortes shall be banished from the kingdom. I am on the side of him who shall be found to have the right.

[*King turns to COUNT DON REMOND and holds out a Bible to him.*]

Count Remond do you hereby swear upon the Gospels that you will judge between the Cid and the Infantes of Carrion rightly and truly according to the law?

Count. I do solemnly swear that I shall judge truly and according to the law.

King. Cid, I bid you make your demand.

Cid. Sir, there is no reason to make long speeches here. I demand of the Infantes of Carrion before you two swords which I gave into their keeping; the one is Colada, the other, Tizona. I won them like a man, and gave them into the keeping of the Infantes that they might honor my daughters with them, and serve you. When they left my daughters in the oak forest of Corpes, they chose to have nothing to do with me, and renounced my love; let them, therefore, give back the swords, seeing they are no longer my sons-in-law.

King. Judge, I bid you decide this matter.

Count Don Garcia. We will talk of that. [*Confers with Infantes and uncle. The Infantes bring the swords to the king. King draws swords. All marvel at their brightness. The CID arises and receives them, kisses king's hand, and goes back to ivory seat.*]

Alvar (to Cid). I beseech you give Colada into my keeping while this Cortes shall last, that I may defend you with it.

Cid. Take it; it hath changed its master for the better.

Bermudez (to Cid). I beseech you give the sword Tizona into my keeping, that I, also, may defend you while this Cortes shall last.

Cid. Take it; it also hath changed its master for the better. [*CID lays hand on his beard. Infantes shrink back with fear.*]

Cid. Sir King, I have now another demand against the Infantes of Carrion. I gave them when they took my daughters from Valencia, horses and mules, and cups and vessels of fine gold, and other gifts, thinking that I gave them to my daughters whom I loved. Now, sir, since they have cast off my daughters, and hold themselves

to have been dishonored in marrying them, give command that they restore to me that which is my own, or show cause why they should not.

[Infantes appear much disturbed.]

Judge. Infantes, what have you to say?

Ferrando. We gave his swords to the Cid, thinking that he might ask nothing more of us.

King. You must answer the demand of the Cid.

[Infantes and friends consult among themselves.]

Don Garcia. Sir, it is true that the Cid gave what he now asks back, but the Infantes have expended this money in your service, therefore I hold that they are not bound to restore it.

Cid. I pray you that judgment be given whether they are bound to pay it or not.

King. If the Infantes have expended anything in my service, I am bound to repay it, for the Cid must not lose what is his own. Judge, decide this matter.

Judge. Since the Infantes acknowledge that the Cid has given them treasure with his daughters, and that they have abandoned them, they must restore the gifts.

[Infantes appear greatly troubled.]

Ferrando. Cid, we wish to have time in which to restore these gifts.

Cid. I will grant you fifteen days and you shall not leave the Cortes until the payment is made.

[Cortes dismissed. In the meantime the Infantes are supposed to have made the payment.]

SCENE II. *As before.*

Cid. Sir, I have recovered my swords and my treasures; now I pray that you will hear this other demand which I have to make from the Infantes. It is hard for me to make it though it is rooted in my heart. Let them answer before you and tell why it was they asked to marry my daughters and why they took them away from Valencia and left them alone in the forest to the wild beasts and to the birds of the mountain.

Ferrando Gonzales and Diego Gonzales, I say you are false traitors. Here, before the king, I challenge you to mortal combat.

King. Infantes, I command you to make an answer.

Ferrando. Sir, we are your subjects and of the best blood in Castile, and we hold that men of such station are not well married to the daughters of Rodrigo Diaz. For this reason we forsook them. We hold that in doing so we did nothing wrong, for they were not worthy to be our wives.

Diego. You know, sir, what perfect men we are in our lineage, and it did not befit us to be married to the daughters of Rodrigo.

Suera. Come away, Infantes, and let us leave the Cid sitting like a bridegroom in his ivory chair. He lets his beard grow, thinking to frighten us with it.

[CID puts his hand up to his beard.]

Cid. What have you to do, Count, with my beard? It is long because it is kept for my pleasure. Never son of Moor or Christian has plucked it, as I did yours in your castle of Cabra, when I took your castle and took you by the beard. There was not a boy in the army but had a pull at it. What I plucked then has not grown yet.

Suera. Come away, Infantes, and leave him. He is not your equal that you should stay and quarrel with him.

[Knights of CID look at each other with fierce glances.]

Cid (to Pero Bermudez). Speak, Pero Mudo, why are you silent?

Pero. I tell you what, Cid, you always call me dumb-ee in Court, and you know I cannot help my words, but when anything is to be done it shall not fail for me.

[PERO goes up to COUNT GARCIA, clenches his fist, and gives the count a blow, which brings him to the floor.]

[Everybody shouts: people on the Infantes' side cry "Cabra and Granon"; those on the CID's side shout "Valencia and Bivar."]

[The Infantes rush out, and the king calls them back. They come back. The king goes apart with the judge.]

King. I have taken counsel with the judge in this case and this is the sentence that I give, that both the Infantes and Count Suera

Gonzales, their uncle, shall do battle with such three of the Cid's people as he may appoint, and thereby acquit themselves if they can.

[*Infantes and knights of Cid go out.*]

[*The combat is supposed to have taken place and the knights of the Cid come back with the result of the combat.*]

Alvar. Sir King, we have brought you good tidings. We have slain the Infantes of Carrion and their uncle.

[*Rejoicing in the Cortes.*]

[*Curtain.*]

STORY FOR THE SECOND GRADE

BIBLIOGRAPHY:

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The following story was compiled by Miss Edith Hammack, a student-teacher, for use in the Second Grade of the Training School. It illustrates very well the correlation of history with geography and nature study. It is reproduced here for use in connection with the course of study and also as a specimen of what an energetic teacher can do amid congenial surroundings. It required labor, but the knowledge gained repaid the effort, to say nothing of the interest hundreds of children have taken in the story. Of course, such a story is necessarily faulty in many respects, but it should not be subject to the usual standards of criticism. It must be remembered, also, that the story is to reach the pupils through the medium of a trained teacher.

OSOM, THE AFRICAN BOY

In certain parts of Africa there are many forests. The trees are very tall, some being from twenty to one hundred and eighty feet high and from a few inches to four feet around the trunks.

Just think how tall a tree would be if it were twice as high as the Normal School!

These trees are crowded close together. Their branches and leaves are very thick, and being so close together they entangle one another, making a roof, which shuts out all the light and sun. So under these trees it is very dark, as if it were night all the time. Once in a while there will be an opening, where the light peeps through. Would you like to live in such a dark place?

Vines with pretty little flowers wind around the trunks and branches and in and out among the leaves, sometimes hanging down in long loops that, if children were there, might be used for swings.

Covering the branches and trunks are great masses of moss, that look like a coat of warm, green fur. These little plants or mosses live on the air and are called air plants. They do not have roots in the ground, but start to grow anywhere on the trees when it is moist and damp.

The ground is covered with a thick growth of brush and plants. A thick carpet is made of the pretty colored dead leaves and twigs that have fallen to the ground.

Men would have to chop their way through these forests.

You would not think that people would want to live in these dark, damp forests, but they do.

Scattered about in these forests are many muddy little streams and shallow pools, covered with so many little tiny water plants that it looks as if there were a green scum over the water.

Near the streams the people might live.

Would you like to take a trip to this wonderful country? Well, of course we really cannot do that just at present, but we shall do the next best thing. We'll pretend to go, so let us start right away! Here we are at San Diego (pointing to a map in view of the children). Now, which way shall we start? Mary is right, we shall go eastward. Which direction is east? All may point eastward. Very well, we are going to start. How shall we travel? Walk? Yes, we shall go first by the steam railroad. What country is this we are traveling through? It is a long, long journey, by train, lasting six or seven days, a whole week, and then the train puffs into a great

city, the largest in the United States, right here where this little black spot is on the map. What city is it? Why do we not go farther eastward by the train? Oh, there is an ocean there, is there? What ocean is it? How shall we cross the ocean? Why, it is as far across the ocean as it is from San Diego to New York, isn't it? How long do you think it will take us to reach — where are we going? John, come and show me Africa on the map. We are going to land right here near the mouth of a big river (Congo River). Do you think it will be warm or cold in this country? Now we are on the shore and we shall go away southward into one of the funny forests I told you about. And what do you suppose we shall see there? Yes, that is right, but nobody has thought of one thing we shall see, a really fine-looking, bright-eyed little black boy who pops out of the brush and who is going to accompany us on this wonderful trip through this wonderful country of Africa. The name of this little boy is Osom; there it is on the blackboard. Della, you may pronounce it for me. That is good. First, I am going to tell you something about Osom and how he lived.

A long time after Hiram,¹ Osom lived in one of these forests. His people had cleared away quite a large piece of ground under the trees, the branches of which made the great roof over their home, which shut out the sun and light. But they did not mind that, but made their little houses under the roof.

A large open space was left in the center of the clearing, around which in a circle they made their houses. They looked like little round mounds made out of leaves, twigs and branches woven together. At one end was left a little opening from two to three feet high for a little door. What other people lived in huts something like this? (Indian wigwam, Eskimo igloo.) Outside of this circle of houses were planted palm and banana trees, melons, beans, and those things which grow in a hot, damp climate, for it was very hot in Africa and there was a great deal of rain.

In the forest all around the village were many wild animals, elephants, wild pigs, monkeys, wild cats, lions, leopards, giraffes and others too, and a great many little birds.

¹ Refers to Hiram, the Phœnician Boy.

In the streams were fish, oysters, and clams.

Now, could you guess from all this how the people who lived in this forest made their living?

Let us look and see if we can find any people. Yes, there they come! But only the men and boys. They have been hunting and are bringing back a great deal of game. Their bows and arrows are hung over their shoulders. Some one seems to call and soon, running in every direction from the huts, are the women and children, to meet the men and see what they have. Soon everything is all hurry; the girls and women are getting the game ready to cook, while the men sit down and smoke and rest. Some of the women go and gather bananas and dates for the dinner. The women are the ones that do all the work of the village, while the men hunt and smoke.

Soon the dinner is all ready and they all begin to eat. How small these people are! The tallest man seems to be not more than four or five feet high. They are called pigmies because they are so small. And they are as black as they can be. They wear very little clothing, if any, for their country is so hot that they do not need the clothing as a protection. Their faces are long and narrow, and they have small reddish eyes which are very close together.

After they finished they all sat there very still. What are they doing?

In the forest, hunting, was a band of white people led by Mr. Stanley and a few African guides. They came suddenly on this little village when the people were sitting so quietly, and they too wondered what these people were doing, so they hid and listened.

This is what they heard:

The Story of Mr. Rabbit

(NOTE: Mr. Harris' exquisite stories represent truly African folklore, hence are introduced for that purpose here.)

Mr. Antelope went to visit Mr. Rabbit. "What shall we do to amuse ourselves?" said Mr. Antelope.

"Let us take turns on 'jumping into this pot of water,'" said Mr. Rabbit, getting a very large pot and filling it with water.

"You get in first, Mr. Rabbit" said Mr. Antelope.

"All right," said Mr. Rabbit, and jumped in. After a while he called, "It is your turn now." So he got out and Mr. Antelope jumped in and Mr. Rabbit put the cover on tight and quickly built a fire under the kettle.

Pretty soon the water began to get hot and Mr. Antelope cried to get out, but Mr. Rabbit said, "No, no, Mr. Antelope, you are caught now."

Soon Mr. Rabbit had his supper ready. After he had eaten all he wanted, he took the horns of the antelope and began rubbing them with grease. Soon he blew on them and it made a very loud blast. And all the animals came running to see where the noise came from.

"The master of beasts is calling for you," said Mr. Rabbit, and away they all ran. Soon Mr. Rabbit blew again, and again they all came running, and he said, "The master of beasts is calling for you," and away they all ran.

Mr. Hippopotamus, however, did not believe Mr. Rabbit, so he hid and watched him and he saw Mr. Rabbit blow on the horns. So he came out of his hiding place.

Mr. Rabbit was very angry, but said to himself, "I shall trick you, too, so you can't tell on me." So he said, "You come and blow the horns, Mr. Hippopotamus." This pleased Mr. Hippopotamus very much, so he tried to blow the horns, but he could not, no matter how hard he tried, make the same noise that Mr. Rabbit did.

"Your upper lip is too long," said Mr. Rabbit, and he cut it off a little. But still he could not blow the horn. "Your lower lip is too long," said Mr. Rabbit, so he cut it also.

Then Mr. Hippopotamus tried to blow, but couldn't blow at all and he tried to tell Mr. Rabbit so, but could not talk. Then he realized that Mr. Rabbit had tricked him so that he could not tell his secret. Then he wandered off, very sad.

Mr. Rabbit then started out to hunt some more mischief. Soon he came upon a village, where the women were working in the fields.

He blew a loud blast on his horn and called, "Run! run! the army is coming!" and the people ran.

When they were gone, he went down to the village and stole some food and then hid some more where he could get it again. He was a lazy rabbit and did not like to work.

Soon the people came back and he blew again. Again they all ran. But this time they said to each other, "Mr. Rabbit is just fooling us; let us trick him and see."

So they made a woman out of tar and put her in the fields. Then they went back to work. Soon Mr. Rabbit blew his horn again and called, "Run! run! the army is coming," Away they all ran, except the tar woman.

When Mr. Rabbit saw her, he was very angry and said to her, "Go away! Go away!" But she did not move. Thinking that she was deaf, he went up close to her and shouted in her ear, "Go away!" But she paid no attention, but stayed right on.

"If you don't go away I shall hit you." Which he did and his hand stuck fast in the soft tar. "Let me go!" screamed Mr. Rabbit. "If you don't let me go, I shall hit you with my other paw."

But the woman would not let go, so he hit her with his other hand. That stuck also. Then he screamed. "Let me go! Let me go! I shall bite you with my teeth if you don't let go!" But she did not let go and he bit her with his teeth and they stuck. Then he kicked and kicked and tried to scream but could not make a sound.

Soon the people came back and set him loose. Then they decided to kill him.

"Oh! please kill me on the back of your chief," begged Mr. Rabbit. They allowed him his one request. When all was ready and they were about to spear him, Mr. Rabbit gave one great leap and got away, and instead of killing him they killed their chief.

The white men as well as the pigmies were interested in this story. The white men noticed one little boy especially, who seemed so interested. This little boy was Osom. He was not as big as most of you, but he could do a great deal more. For when they were very young the little boys were taught to shoot the bow and arrow and to hunt.

The white men did not know whether these pigmies would be friendly or not, but they thought that they would visit the village anyway and see.

Just about this time little Osom thought that he would go into the

forest and see if he could get an antelope for its horns, and he ran straight into these white men. Now, neither he nor his people had ever seen white men before, so he was very much frightened and would have run back, but Mr. Stanley was very kind to him and gave him some pretty beads, which pleased him very much. Osom then took them to the village.

All the pigmies crowded around to see the white-faced men and to get some pretty beads and to look at their things. Some began to get too familiar and Stanley thought he would show them that he was dangerous, if they did him any harm, so he fired his gun.

How those pigmies scattered! In a minute not one was to be seen but Osom, who laughed at their fright and told them that the white men would not hurt them if they treated them well. So they all came back, but were careful not to get too near the thing that "bum-bumed" so loudly.

They then gave the hungry white men some of the feast that was left, and told them that the next day they were going hunting again. So Mr. Stanley said that he would go with them and see how they hunted.

The next morning very early the pigmies were scurrying around getting their weapons together and sharpening them. They had bows and arrows, spears and knives of all kinds.

First they went to visit the traps which they set to capture the animals.

Little Osom had made a trap all by himself, so they visited that first, as he was so anxious to see whether it had captured anything or not. He had dug a deep pit in the ground, then covered the hole over the top with branches, leaves and twigs and a little dirt, so as to deceive the animals in regard to the danger below. As they neared the pit they saw that the ground was all torn up around it. They all began to run! It looked as if something had fallen into the pit and then another animal had pawed around trying to get it out. They found the tracks to be those of elephants. And when they looked in what do you think they saw? Nothing. Poor little Osom was so disappointed.

They decided that something had been in the hole, and found that it was a baby elephant, that had fallen into the pit. But the mother

elephant had rushed frantically about trying to get it out, and had finally done so with the aid of her trunk, as the elephant was small. If it had been larger, she could not have done so, for there would not have been room in the pit for her trunk.

Osom felt bad at first, but then said, "Anyhow, I should not have wanted to take the baby from its mamma." However, in some of the larger pits they did catch some animals, an antelope, a giraffe, and a buffalo. This was very good success.

They had other kinds of traps also. One was a shed built out of twigs and branches of trees. They were hung from a tree by vines, which were twisted together making a stout rope. Underneath the shed were placed nuts as bait for the animals. When they came to eat the nuts, at the slightest jar it would fall and capture them alive.

Instead of sheds they have spearheads, with heavy weights attached in the same way. These were covered with a poison made from plants, and would kill the animals at once.

Then they all followed a stream. Mr. Stanley had some hunting dogs with him and very soon they started a ram that was quietly feeding. The country was not level and was very dangerous, there were so many cliffs, precipices, and forests and streams. It was over this country that they followed the ram. Mr. Stanley shot at it, but missed it, so he put Osom on the horse behind him and away they went, over hills, across streams, and through forests. Finally the ram led them over a marshy ground, which was hard to cross. The ram was tiring fast, but suddenly it disappeared in the tall grass, which closed over it, and not a trace could be seen. The horse kept swiftly on and all at once came upon it, stopping so shortly in its surprise that its riders turned a somersault and came down on the ground. Too late, for the ram had disappeared. Osom said, "That ram deserved to be free after such a run as that," and Mr. Stanley thought so too.

Soon the rest of the party came up and they rested awhile before going on. They wanted to find some leopards, as their skins were valuable for trading. All day they tried but could not find one. Just as night was beginning to fall, and they were getting ready to camp, Osom's bright eyes saw something moving in the tall grass,

Sure enough it was a leopard, but it was too dark to hunt then, so they had to wait until morning.

Early the next morning they were bright and ready. They decided that as they did not know just where the leopard was, the best way to capture it was by bush-driving. Do you know what bush-driving was? Well, I will tell you.

The pigmies were placed at different spots, in a sort of a half circle, where they thought the animal was. When Mr. Stanley reached a certain rock with his "bum-bum" and waved his hat, they were all to rush toward him, making as much noise as they could. When they saw the hat waved, what a noise they made! The dogs barked, men yelled, and all made a rush forward. Soon the dogs began to bark joyfully as if they had found something. Very soon the grass began to move and a leopard leaped upon a rock, with a baby cub in its mouth, looked about for a second and leaped down again before any one had time to shoot. Do you suppose Mr. Stanley was sorry?

As they were going along thinking how hard that mother had to work to save her baby, suddenly they came face to face with a group of lions, who were surprised also. They all looked at each other in astonishment. Then Osom said, "Let me lasso one!" Then the men woke up and were soon ready to capture a lion. Quietly Osom threw a rope and sure enough it dropped over the lion's head with such a jerk that it pulled him over on his back, then some men lassoed his feet and the lion was captured. The other lions fled and all got away.

What do you suppose they were going to do with that lion?

Yes, they were going to send it to some circus so that many little boys might see it. Do you suppose any of you ever saw that lion?

Mr. Stanley now wanted to move on toward northern Africa. He wanted very much to take Osom with him. At last his people said that he might go. He was very glad, for he wished to see things and go in boats and, too, he had become very fond of Mr. Stanley. So the parties separated. The pigmies went home and Mr. Stanley and his party started for the Congo River country, away up here. Which direction was he going? Would it be a long or a short journey?

As they had traveled quite a way in hunting it did not take them

so very long to reach the Congo River. Mr. Stanley and his party had been in this valley before and had gone southward where they had met the pigmies. They had left their canoes turned over in the forests, so now they got them out and started on the water.

All went smoothly for a time, but soon their troubles began.

As they looked on the banks of the river they could hear great shouting and could see the natives running swiftly about, waving their arms and getting together their weapons. From the noise and excitement they thought that the natives were having a war dance, as these were the warlike natives of Africa. They were much taller than the pigmies and very much blacker, for they did not live in a sheltered forest, but their village was out in the open, with only a few trees to shelter them from the burning sun.

Soon a boat pushed out from the shore and came toward them. "Peace! Peace!" shouted Stanley. But the natives did not want peace. They told Mr. Stanley to go back. But he said, "No! No! the river is carrying us on; we cannot turn back."

A savage then threw a spear at Mr. Stanley, which just glanced over his head. He then gave orders to fire. When the smoke cleared away they saw that the black folks had disappeared and that in their fright they had tipped over their boat and were swimming to the shore. Their weapons and shields were floating on the water. These the white men picked up and went on their way.

Day after day they were compelled to fight as they floated down the stream. While passing these warlike people it was almost impossible to get food. So when they came to a friendly village they made a desperate effort to get provisions.

Beyond the banks of the Congo were very fertile fields and also great forests of oil palms and rubber trees. The Stanley party stopped and traded ivory and beads and skins for bananas, onions, cabbages, rice, and wheat. They were very much delighted at getting these things.

Going down the river they came to a fishing village where the women were out fishing. They had nets or baskets in which they were catching the fish.

As they passed on they came to some forests. The trees were very tall and the underbrush was very thick.

While passing between those green walls there came up suddenly one of the violent rainstorms that often occur in that part of the world. With a sudden rustle and roar the forest seemed to move; the river, which was as smooth as glass, suddenly became a stormy sea; the huge trees swayed to and fro and moaned fearfully. Then came the rain and hail in torrents. The ground, which was before parched and dry, was covered with streams of running water. It was a time of danger to the little fleet of boats. The men all saw the danger and determined to escape. How they scrambled out of their boats and ran for shelter!

In an hour the clouds had scattered, the wind grew fainter and fainter as it passed away, and the rain and hail ceased. Everywhere was heard the gentle patter, patter of rain from the leaves. Soon the sun came out and the storm was over. Then the party went on till they reached some waterfalls called Stanley Falls, where they wished to start a little settlement. They left some men and natives there and the rest started across the country for the Nile River up here, north from the Congo.

They passed through a thick jungle. They were very quiet, for they did not know what dangers they might meet.

Suddenly they stopped and listened. They seemed to hear the beating of a drum. What could an English drum be doing in that country? How they did hurry! Soon they heard a strange barking sound. They pulled the branches to one side so they could see out, and what do you suppose they saw? — a huge gorilla beating his great chest and barking loudly. When he struck his chest it sounded just like a great drum. When he saw the party, he stood erect and stared boldly at them. He was nearly six feet tall. One native of the party became so frightened that he dropped his gun and ran. The gorilla picked it up and broke it in his strong hands.

The men went on through the jungle till they came to some queer-looking shelters fixed up in the trees about twenty feet above the ground. The natives told them that these were the nests of the nest-apes; before long they saw many of these apes sitting under their shelters, out of the burning sun. Did you ever see an ape? What does it look like? What people used to live in trees like that? As they came near quite a large stream they heard a continual

chatter which sounded almost as if it might be human voices. What do you suppose it was? When they came where they could see the stream, a strange sight met their eyes. From a branch of a tree on one side of the stream hung a line of monkeys, each monkey clinging to one above, and all chattering as loudly as they could. Stanley wondered if they really had a language of their own. Presently this line began to swing back and forth till the monkeys were swinging far over the stream. At last one monkey on the end grasped hold of a branch of a tree on the opposite side of the stream, and there they hung. Thus a bridge was made over the stream for the other monkeys to pass over.

That night the Stanley party camped near the stream. The smell of food attracted an army of ants. These ants were the dread of Africa. They marched in long, regular lines, two inches broad and several miles long, clear across the country. Everything fled before them,—animals and men, even great elephants. Along the line at different points were larger ants which acted like officers.

All this time Osom had helped the white men a great deal. He knew all about the country and could tell Mr. Stanley the meaning of many sights and sounds to which white men were not accustomed. How do you suppose Osom and Mr. Stanley could talk together? You know primitive people, like the Indians and Eskimos and the Cave Dwellers, can talk by signs. Do you know any signs such people use? Then, Mr. Stanley had been in Africa for some time and knew a good many words that most of the natives seemed to understand. Do you think animals can talk to one another? Osom was a very bright boy and Mr. Stanley soon taught him many English words, so they were able to talk together very comfortably. It is very nice for Mr. Stanley and Osom to allow us to go with them on this interesting trip. Do you know how we can do that and still all the time be right here in San Diego? Well, here is a big book in which Mr. Stanley has told us all about his journey, and there are several books like this which tell us about Osom and many other little African boys and the very curious and barbarous lives they lived. Do you know what I mean by a barbarous life? What is the difference between the way a savage or a barbarian lives and the way a civilized man lives? What savages or barbarians have

we heard about? Do we live like barbarians? What do we call the kind of life we live?

But we must go on with our journey. We shall run away as fast as we can from these dreadful ants and travel on across the country. We shall not meet with anything very exciting for some time until we hear the sound of falling water. Then we shall begin to hurry, for perhaps this means that the river is near. The party now began to pass more native tribes, some of whom were friendly and with whom they traded, and others were not.

Most of these natives were caring for their flocks, so had no special villages; when the flocks used up all the food, they moved on to some other section. They dressed very simply in skins, which were tanned black, and wore many ornaments, such as brass and copper bracelets. They carried bows and spears as weapons.

One day after they had crossed some bad swampy land they came to some beautiful green hills. Here were some villages, which were the neatest and cleanest that they had ever seen. Osom had never been in such a village and was greatly delighted. The huts were made of grass beautifully woven together, and around them were nice little gardens. The people dressed better also than Osom's tribe.

The air was nice and cool, so they started to climb the hills to see what was beyond. What do you think they will find? Well, it was a beautiful blue lake of clear, fresh water. How they shouted and waved their hats! They were so glad to see water again. This was called Victoria Lake. Here it is away up in the mountains. How far was it away from where Mr. Stanley had found Osom? They followed along the banks of the lake. Why do you suppose they did not get boats and go by water? Osom wondered and asked Mr. Stanley, but he told him to wait and see. The roaring sound that they had heard at first was getting louder and nearer. Osom did not understand it, but Mr. Stanley did. What do you think that the noise was?

Soon they found out. The lake went smoothly along and suddenly dropped off from a cliff with a great splash and roar. There were thousands of little fish leaping over the edge with the water. In the water below fishermen were waiting in canoes with fish nets and lines to catch them as they came over.

They went on, passed these great waterfalls and many little falls and cataracts as they followed the river that flowed out of the lake. Finally they came to another lake called Albert. Here it is. Why do you suppose Mr. Stanley called these lakes "Victoria" and "Albert"? Did you ever hear of any woman named Victoria? What was her husband's name? Good! You have guessed right. Queen Victoria was on the throne of England when Mr. Stanley and Osom made this journey.

On this side of this lake rose a grand range of mountains, several thousand feet high. In several places streams gushed down the mountain side and plunged madly into the lake in great steaming, foaming, white waterfalls. So the lake was like a stormy sea. Why? If we follow down this river, would we reach Osom's home? No? What sea is this?

Near by they saw a fishing village. Around the huts were beautifully made harpoons, hooks, and lines used by the fishermen.

Out of this lake the Nile River flowed. So now they began to cut down the trees. What for, do you think? They split the logs in two and roped them together. What had they made? Then they piled their baggage on and the natives made some paddles and away they paddled down the river.

The river gradually became narrower as they went on and there were many turns and bends in it. Once they had to land and go around another waterfall. After that they got some canoes of the natives and so moved on more rapidly than before.

This was a great crocodile country. What is a crocodile? Often they saw crocodiles being harpooned by the natives. How was that done? The harpoon was something like a very long spear, which they threw. As soon as a crocodile was hit he would take to the water and lash frantically about, trying to get free. The native would follow him in his canoe. Sometimes a hard fight would take place and the native would have to use his dagger to protect himself and then flee, but he usually captured the crocodile.

As they passed from village to village, the people seemed more civilized and their villages grew. The houses were now built of mud and looked very much as an adobe house does in this country. How many ever saw one? What country of Africa were they now in?

Have you ever heard of Egypt before? Who lived there? It was very many years before the time of Osom that Kufu lived.

They were now in upper Egypt. They noticed that on the sands were many beetles. The people were very careful of them. Why they were, Mr. Stanley did not know at first, but he soon remembered that the beetle had always been sacred to the Egyptians.

There seemed to be a great excitement everywhere; every one was celebrating. The houses were decorated with lanterns and flags. Every evening the river was filled with little boats twinkling with lanterns. They heard singing and laughter and saw people dancing. One evening every one came down to the river. They watched and waited there for a long time. They threw coins into the river and the poor people would dive after them. At last Mr. Stanley found out what it was all about and why every one was so happy. The river Nile was beginning to rise. Now why do you suppose that made them so happy?

In this part of the country it did not rain much. The only way the people had of watering their crops and making things grow was when the Nile River rose and overflowed its banks and covered all the fields with water.

The Nile River you remember started from the lakes. In that country there was a great deal of rain, such as Mr. Stanley and Osom had been in, and that, with the snow from the mountains, filled up the lakes and flowed into the river, making it rise during a certain part of the year.

These people did not know what caused the Nile to overflow, for they were very ignorant. They thought that the beetles came out of the ground and made holes for the water to come through. So that was the reason that they were so kind to these beetles and worshiped them, for they said that the beetles helped them to live, for they could not live unless the water came over their fields. Osom was very much interested in all that he saw. He began to feel a little ashamed of his own people when he saw in how much better way these people along the Nile lived than his own folks. He told Mr. Stanley that if he could learn how the white men lived he would like to go back to his own country and teach his tribe so they could be cleaner and healthier and not fight each other quite so much.

About October the water reached its highest. In November it began to go down. Why? The earth was then covered with a thin layer of nice, rich earth which the water had left, and the ground was thoroughly soaked.

After this they ran a plow over the ground and then planted their grain and gardens and let the flocks of sheep and goats trample the seeds into the ground. Wasn't that a funny way to cover the seeds? How do we sow our grains? Before many weeks the fields instead of being covered by a sea of water were covered with a sea of beautiful growing grain.

The people did very little work, simply irrigating when their crops needed it.

One way, as you see in the picture, is with two men and a basket. The men stand out in the middle of the stream, holding a basket between them. This they fill with water and swing it back, emptying the water into a trough, where a man guides it to the places where they want it by little ditches.

They also have water wheels, which they turn by an ox. At each turn of the wheel buckets are filled; then when the wheel goes back the buckets are swung around and emptied into a trough.

Then there was a long pole, very heavy at one end, resting on a post, so that it could swing up and down and around also. At the other end was a bucket, made out of reeds, which was let down into the water and was filled. Then as the heavy end goes down it is swung around and the bucket is emptied into a trough. Here is a picture on the board of this method of irrigating. In some places in this country water is raised from wells in this manner. Did any of you ever see such a "well sweep"?

In Egypt now they irrigate more like we do in America.

Then the party landed opposite Karnak and walked over to visit the great temple, which they had heard so much about. They walked between two rows of great huge pillars. The pillars on the front of our school would look like babies beside them, they were so very tall and large and very beautiful, too. They thought that the men who built them must have known a great deal about building and making such grand things out of stone. This great temple was built before the time of Kufu. Osom was very much astonished.

He had never seen anything like it before. Here is a picture of the ruins of this temple.

They went inside the temple and saw many wonderful things. Parts of the temple had been used for vaults or tombs in which to bury their dead.

Osom saw some of the mummies against the wall, and Stanley told him how well those people knew how to fix bodies so that they would keep even for hundreds of years. This is a picture of the mummies. Do you see the carving on the coffins and all over the walls?

Osom thought it was all very wonderful, for his people had never learned to do those things. Stanley told him that the people who did all that work could do at that time better work than any other people. They called that time the "golden age of Egyptian architecture" because they knew how to build such wonderful temples and beautiful high towers and decorated all their buildings so well, far better than any people before had done. But now we think them a little stiff and crude, but at the time they were built no country could do so well.

Osom was very thoughtful as they went back to the river and tried to think why his people could not do such things. Why do you think they did not?

Just at sundown every evening as Stanley and his party made their way to Cairo, the water carriers came down to the river after water. The men carried goatskins on their backs and went out into the middle of the stream and filled them, then carried them to the streets of the town and sold the water to the passers-by.

The women also were water carriers, but they took the water home to use in the houses. They carried jugs, which they balanced on their heads.

Stanley and his men had a good chance to see their dress. They wore long flowing gowns, and some sort of a headdress. The women never went out on the streets without covering their faces, so that nobody could tell who they were. What other women never went out without their faces covered?

They all wore many ornaments about the neck, wrists, and ankles.

After a little time Osom arrived at Cairo and walked through the streets of the town. On every street corner were Arabs, shouting

loudly for all to buy their goods, water, fruit, shoes, flowers, and whatever else they might have.

At nearly every corner were some who were begging. Their cries were so loud that it was hard to refuse any of them.

They turned up one street where they heard a great noise as of many people shouting and talking at once. What do you think they found it was? A school! In the middle of the room sat an Arab with quite a number of little boys sitting around him. All were rocking back and forth and shouting at the top of their voices. What were they doing? Learning their lessons! Could you study that way? Well they did, and the louder they shouted the better they learned the lesson. Osom wished very much that he might go to such a school and learn. Mr. Stanley told him that he would take him to England with him and he could go to school there, so Osom was very happy.

Stanley now found some native guides and some camels, for he wanted to take a trip to the pyramids. This was Osom's first ride on a camel, but he was not a bit frightened, for he had ridden on elephants and many other animals in the forests. The camels moved very slowly, swinging from side to side. This motion almost made Osom seasick, but he soon got used to it. Before long Osom saw some objects that looked like some mountain peaks in the distance. What do you suppose they were? He asked the guide and was told that those were the pyramids. The guide said: "Kings, long, long ago, built them for tombs in which to bury kings and queens and other members of the royal family. Inside there are many halls and stairways and rooms, that wind in and out. You can't go in without a guide, for in going through the different rooms and halls you would get lost and not be able to get out again." "Can I go in?" asked Osom. "Yes, I am going to take you in, because I know the way. You will see many mummies there, too." Mr. Stanley told Osom that one of these pyramids was built by a famous ancient king of Egypt named Kufu.

"Do you see that red pyramid over there?" asked the guide. "Well, I know a story about the king that built it."

Osom was delighted, for he had not heard a story for a long time. Here is the story the guide told Osom:

The First Cinderella

One day a king sat in his courtyard with all his servants around him. His little boy, the prince, was playing in the garden. The king was looking very, very tired and cross. He looked that way most of the time, and was a very strict, cruel king, and his people, all but the prince, were very much afraid of him.

Suddenly the prince cried, "Father, I see an eagle! I must run and get my bow and arrow!"

"No! No, son, that is only a cloud." But the boy was away across the garden, when all at once something fell at his feet. He stooped to pick it up, and was going to throw it into the brook, when the father called and said,

"Bring it here and let me see what it is the eagle dropped." What do you think it was? It was a beautiful slipper. The king examined it very closely and at last said,

"Whoever owns that slipper and has a mate to it, and whose foot it will fit, shall be queen and be buried in the red pyramid."

All the people then started out to hunt for the owner of the slipper. The king became quite happy and interested.

One day there was a great commotion. Some one cried, "The queen has been found!" "Bring her in," said the king. They brought her in and she fell down at the king's feet, as was the custom of that time. She was as black as she could be. The king was very much disappointed, but he was too honest to go back on his word, so he said, "Rise, and try on the slipper." She did and everybody held his breath to see if it would fit. Do you think it did?

Yes, the slipper was an exact fit. The king was about to tell her that she would be queen, when he saw that she did not have the mate to it, so he said, "Where is the mate?" She did not know and threw herself down on the ground.

Then the king was very sad to have any one deceive him just to be queen. So he had them lead her away.

A long, long time passed, till one day every one began crying, "Here comes the true queen." The king was very glad, for he was afraid that he could not find her.

She was a very beautiful girl and came and stood before the king

not the least bit afraid of him. He was surprised that she did not fall at his feet as everybody did.

He asked her who she was and she said that she had been stolen from her home and had been made a slave.

She then tried on the slipper. Did it fit? Yes, perfectly. Then she brought out the mate and put it on.

"How did you lose it?" asked the prince.

"I was bathing in the brook and I left it on the bank. When I went to get it, it was gone."

"The eagle stole it!" shouted the prince, "and dropped it here on purpose, so you could come and play with me."

"I think so too," said the girl, and the king thought so too, so made her princess.

Everybody loved her very much and she made the king's life much happier and he soon became good and kind to his people and they were not so afraid of him any more. At last when the king died the prince and the beautiful princess, who had been married, ruled over Egypt.

After the party had visited the pyramids and the sphinx and had seen all the wonderful ruins and the work of the ancient Egyptians, they went back to Cairo.

Mr. Stanley was now in a great hurry to get home, so he got five camels and began to make preparations to cross the great desert.

Why do you suppose he got camels? Yes, because they were the animals that could live on the desert. They can travel six to ten days without water, and feed on thorny bushes. When a camel gets water he drinks more than a hundred pints (how much would that be?), enough to last him ten days. This water he stores away in his spongy hump. Then, too, the camel has soft, cushioned feet that keep him from sinking into the sand and prevent the hot sands burning his feet.

The desert is a great stretch of sand with very little growing on it. Once in a while you will come to a spring where everything is beautiful. This is called an oasis.

Mr. Stanley and Osom started out. They traveled for days and days. Soon their water began to give out.

One day the camels became very, very restless and it was hard work to make them go on. All noticed a little cloud ahead of them, but they did not know what it meant.

Pretty soon the camels stopped and knelt down, shutting their eyes and nostrils tight. Then Stanley knew that it was a sand storm that was coming. They all got off quickly and hid behind the camels. Soon the storm came. They could not open their eyes for fear of getting sand in them. Pretty soon it passed and they started on their journey.

All at once the camels began hurrying in a certain direction. Stanley was very glad, for he knew that they smelled water, and they were all very thirsty.

Suddenly on making a sharp turn there burst upon them a forest of palm trees, green grass everywhere. They had come to a spring. How glad they were! First they got a drink and gave their camels water. Then they rested there overnight.

Osom saw some dates on one of the trees and so climbed up to the top after them and brought down a big basketful, which all enjoyed.

The next morning they started on, Before many days they saw Tunis. That was where their boat was, and they were very happy to think that they were going to England. At Tunis they traded and fixed up their boat and loaded it with provisions for their journey.

As they sailed away little Osom could not help but be a little homesick, but Mr. Stanley was very kind to him and told him all the things that he was going to learn so he could go back and help his people.

They saw the Atlas mountains. What story do you suppose Mr. Stanley told him? And when they passed through the Straits of Gibraltar he told him another. Do you remember it? Osom liked them, too, very much, but it was many years before he understood what they meant.

When Osom reached England, Mr. Stanley put him into a good school, where he learned very rapidly. When he grew to be a man he was surprised to discover that he was larger than any of the men of his tribe, although he was not so big as the English boys whom he knew. Why do you suppose this happened? By the time Osom

was ready to go back to Africa many things had happened there. The English now governed all the country south of the forest in which Osom's tribe lived, and so it was with great delight that he returned to assist in teaching his people how to live in a more civilized way.

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¶ That anatomy and physiology are of little value to young people, unless they help them to practice in their daily lives the teachings of hygiene and sanitation.

¶ That both personal and public health can be improved by teaching certain basal truths, thus decreasing the death rate, now so large from a general ignorance of common diseases.

¶ That such instruction should show how these diseases, colds, pneumonia, tuberculosis, typhoid fever, diphtheria, and malaria are contracted and how they can be prevented.

¶ That the foundation for much of the illness in later life is laid by the boy and girl during school years, and that instruction which helps the pupils to understand the care of the body, and the true value of fresh air, proper food, exercise, and cleanliness, will add much to the wealth of a nation and the happiness of its people.

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